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ABSTRACT

The third and final phase of a three-year project to develop state-studies materials for Virginia is described in this report. The third phase involved continued pilot testing of fourth-grade materials, development of drafts of seventh-grade materials, and exploration of plans for dissemination. The report comprises six chapters. Chapter 1 reviews the project's background, describes the goals of each phase, and identifies evaluation methodology for each phase. Chapter 2 gives a descriptive content analysis of the complete fourth-grade Virginia Studies Program and the draft of seventh-grade materials. Chapter 3 reviews procedures and findings of state piloting of the fourth-grade materials. Chapter 4 considers the Virginia Studies curriculum development cycle as a model stressing interagency cooperative planning and major involvement by teachers in the writing process. Chapter 5 discusses aspects of dissemination of sample materials and establishment of a mechanism for continuous availability of the materials. The concise summary in chapter 6 gives a complete overview of the project's successful three-year evolution. (AV)

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TITLE IV-C

COMMONWEALTH STUDIES PROJECT

PHASE III--CONTINUOUS DEVELOPMENT AND DISSEMINATION, 1980-81

SP 013 796

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July, 1981

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CHAPTER 1

INTRODUCTION: THE COMMONWEALTH STUDIES PROJECT

The Commonwealth Studies project was funded in July 1978 through Title IV-C of the Department of Education to develop Virginia Studies materials. Project goals were met in June 1981 with the completion of a) print-ready piloted basal fourth grade Virginia Studies texts, teacher's manuals, desk and walk-on map; b) distribution of one set of these materials to each Commonwealth public school division; c) written and researched drafts of seventh grade texts and completed seventh grade desk map; d) completion of an animated film on Virginia history, and e) the establishment of the groundwork for a potentially viable dissemination mechanism for project materials.

The project goals specified process as well as product objectives. Process goals, listed in the project proposal, recommended a conceptual framework for developing Virginia Studies materials, with pedagogical and academic integrity, responsive to local and state needs by suggesting a) a role for teachers as well as content and curriculum experts in developing the materials and b) an interagency cooperative planning curriculum development model.

The purpose of this chapter is to provide an overview of the three year Virginia studies curriculum development process which led to the completion of Project goals within the prescribed conceptual framework. Thus, this chapter will 1) briefly review the 1978 Project Proposal which established the need for Virginia studies materials and for the development of these materials; 2) review the plans, changes and achievements made during the first two years of the project; and 3) provides an overview of the third year of the project.

1978: NEED FOR VIRGINIA STUDIES MATERIALS

As stated in the 1978 project proposal; "state law, State Board of Education regulations and the Boards' Standards for Acrediting Elementary Schools require Virginia state studies" (Proposal, p. 16).

Teaching materials once available to fulfill this requirement included three textbooks on Virginia, a State Department of Education produced television series, "Virginia: A T.V. Social Studies Experience," and a variety of supplementary materials related to the study of Virginia. New materials for Virginia studies were seen as needed since the three textbooks had been unavailable since 1973 when these books were removed from the state adopted textbook list; the television series "was never widely accepted or utilized" due to a variety of technical and instructional use problems; and the variety of supplementary materials required too much teacher time for proper use (Proposal, pp. 18-19).

The Proposal indicates that professional, parental, and political groups were calling for the development and reassessment of Virginia studies. These groups included the Virginia Council of Social Studies, Virginia Consortium of Social Studies Supervisors and College Educators, Virginia Educational Association, Virginia Congress of Parent-Teachers Association, and the Virginia legislature which passed House Joint Resolution No. 60 calling for the Department of Education to reassess and make recommendations related to Virginia studies Moreover, school administrators, teachers and supervising personnel had indicated concern about available materials. These groups were important since the Proposal to develop materials was responsive to their expressed needs and concerns. This responsive posture, indicated by the need statement, was to have an effect on decisions related to the planning for--and final characteristics of--the

Virginia studies materials. Criticisms of past Virginia studies materials had focused on three problems. Available materials were not judged to be a) readable for the target population; b) comprehensive; and c) objective (Proposal, pp. 31-32.)

Procedures for development of materials and characteristics of materials were suggested to avoid past criticisms and to meet need statements. The tenative list of criteria in the Proposal thus emphasized that materials should have a state-wide focus, be produced by a process assuring scholarly and pedagogic integrity, be teachable, usable (i.e. teachers would be committed to content and pedagogy), flexible, comprehensive and interdisciplinary.

The project was proposed by the Virginia Department of Education with Hanover County Public Schools. This interagency cooperation was to continue during planning and development phases and final dissemination phase of the project.

The project management site would be Hanover County Public Schools which had donated office space and equipment, storage space and meeting facilities. Representative Virginia school districts would later serve as pilot sites.

Proposal recommendations were to be consistently clarified and reassessed during the three year developmental cycle. Decisions related to this reassessment were made in consideration of the potential users of the materials: Division of Elementary Education Supervisors, Social Studies Supervisors and fourth and seventh grade Virginia social studies teachers and students and upon the advice of an interagency planning council.

1978-79 PHASE I: PLANNING

The project goal was to design, construct, produce, publish and distribute sample exemplary multi-media state-study instructional materials to each local public school division in the Commonwealth (Proposal, p. 16). To meet this

goal within available budget, time, and guidelines specified in the Proposal--a three year plan was devised. This plan (see Figure 1) clarified the planning process and the role participants would play in the process. Prior to developing this plan, three sources of information were considered: 1) inputs from a 1978 summer teacher workshop where initial identification of material for Virginia studies was generated, 2) inputs culled by the Director from consultants and interagency personnel, and 3) the Proposal.

INSERT FIGURE 1
PROJECTED THREE YEAR PLAN 1978-79

This plan is analyzed in detail in the 1979 Evaluation Report, where planning needs were indicated as follows:

> To establish processes would require identification of tasks and constraints for feasibility decisions regarding alternatives. An essential aspect of planning is the projection of needed expertise, locating the specialists and obtaining their involvement in the project. How the role or task relates to the project goal must be understood by the participants for the project to benefit from their specialized skills and knowledge. In addition, interagency structures in which the participants act and the processes unfold must be established. Ultimately, with delineation of processes, the sequencing and coordination of tasks can be specified. (p. 5)

It was recognized that while project goals were divided into three phases (Planning, Development, Revision) that the process itself would by cyclic (see Figure 2).

INSERT FIGURE 2
STATE STUDIES MATERIALS DEVELOPMENT CYCLE

While this three year curriculum development/planning process became increasingly specific, it is interesting to note that the only major change in the initial plan was in the form of an added focus during the third year. This added focus related to planning for continuous availability and dissemination

PROJECTED THREE YEAR PLAN, 1978-81
FOR 4th GRADE AND 7th GRADE
STATE-STUDIES MATERIALS DEVELOPMENT

1978-79 Planning	1979-80 Development of 4th & 7th grade State-Studies (Hanover)	1980-81 Field-Testing and Revision (Hanover and/or other sites)
- 1st year plan, 1978-79 - Evaluation Design, 1978-79 - Three year Master Plan - Organize and direct tasks of: a) Project Planning Council b) Teacher Planning Council c) Producers d) Curriculum Specialists e) Curriculum Consultants f) State-Studies Reviewers g) State-Studies Resource Consultants - Plan and/or initiate sub-contracts	- Production of each unit - Specialist for integrating units, sub-contract items, editing, teacher guide - Sub-contract instructional items - Set up field-testing sites for 1980-81 - Develop student evaluation procedures for each unit - Multiple copies of each unit and teacher guides	- Field-test of each unit - Revision of units as field-tested - Revision of entire State-Studies and teacher guides
Evaluation Focus 1) Interagency Planning Model 2) State-Studies Structure and unit outlines by Project Criteria 3) Project Management	Evaluation Focus 1) Curriculum Development Model of teacher writing teams 2) Quality of each unit and State-Studies by Project Criteria 3) Project Management	Evaluation Focus 1) Formative evaluation to aid curriculum development 2) Field-testing model 3) Teacher-Administrator reactions, usage 4) Project Management

FIGURE I
PROJECTED THREE YEAR PLAN, 1978-81

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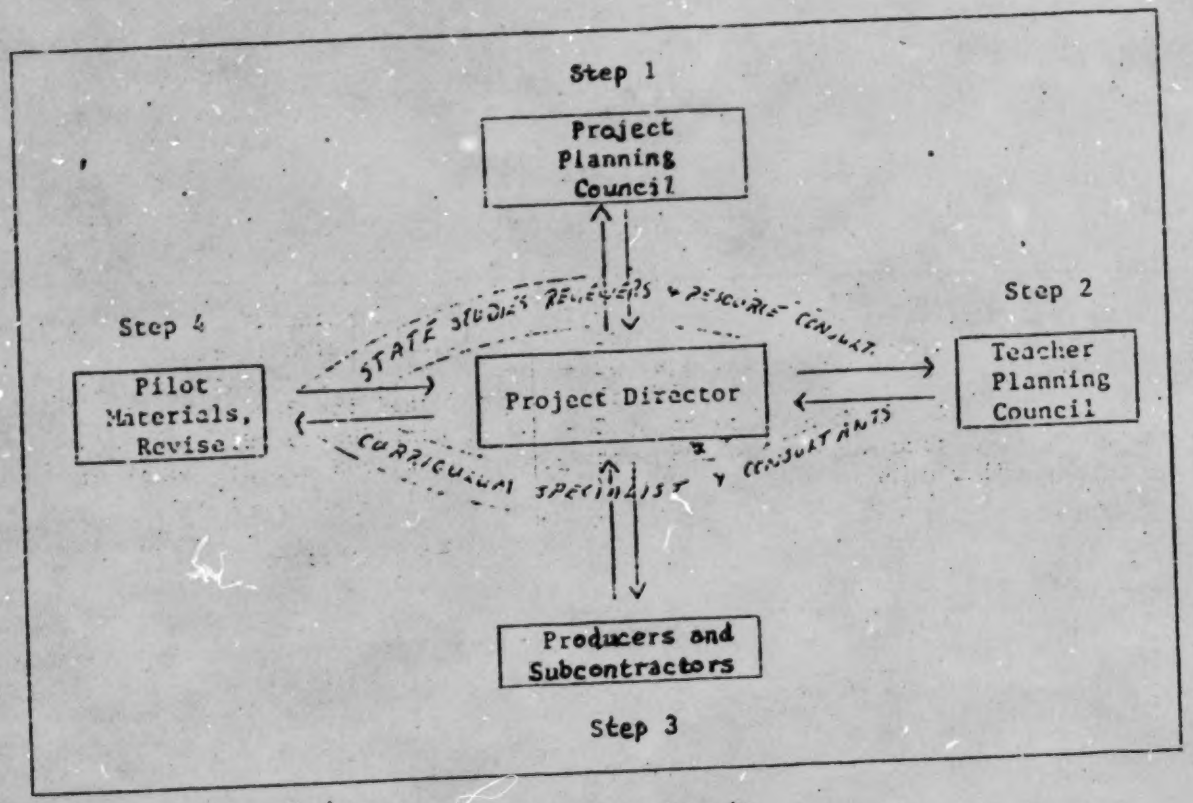

(State-Studies Reviewers and Resource Consultants
Curriculum Specialist and Consultants)

FIGURE 2
STATE-STUDIES MATERIALS DEVELOPMENT CYCLE

PROCESS

Step 1

Plan, advise, suggest

Step 2

Organize into workable form.

Step 3

Work into product.

Step 4

Field-test project-developed materials and revise.

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of materials. This focus was added because the Director was committed to the materials and as he explained in a memo at a P.P.C. meeting:

> The Commonwealth Studies Project, under original proposed goals and funding, was not designed to absorb the costs of typesetting the materials, printing large quantities nor storing and distributing the products. The project was to create instructional materials and establish or identify a mechanism for dissemination.
>
> Yet, to insure the future of project materials we are making strides toward the creation and operation of that mechanism. In the words of a P.P.C. member, "The materials will die outside of Hanover County if we don't take on this responsibility..." (8/8/80).

The three year plan designated the first year as Phase I: Planning, the second year as Phase II: Development (this became Development and Piloting) and the third year as Phase III: Piloting and Revision (this became Development and Dissemination). The plan included four major groups: Teacher Planning Council, State Studies Reviewers and Resource Consultants, Curriculum Specialists and Consultants, and the Project Planning Council (P.P.C.). These groups were designated in response to criteria outlined in the Proposal (pp. 27-30) calling for a developmental process responsive to teachers, insuring scholarly and pedagogical integrity and with a state-wide focus with interagency cooperation.

During the first year and throughout the project the Teacher Planning Council functioned not as an intact group but as a constantly changing group of individual teachers who would act to provide initial guidance on content and format of materials, ideas for teaching strategies and feedback on drafts of materials and actually pilot materials. One teacher would be designated during the second year of the project as the Principal Writer and would work full-time on the project, a second would work as a part-time Revision Writer.

The State Studies Reviewers and Resource Consultants were also a constantly changing group of individuals, acting independently, sharing expertise on scholarly and pedagogical aspects of curriculum materials. This group would

grow to include state, private, school, and university personnel. As the Director noted during the final project interview, the goal was to create Virginia Studies appropriate for state-wide usage. He stated:

> . . .agencies and individuals were consulted from around the State to obtain help related to their area of expertise and for representative input.
>
> Cooperation from local school divisions, state agencies was sought and not one failed to answer requests for help. Perhaps this is why one IV-C representative called it "one of the most comprehensive and successful IV-C projects in the history of the state." (6/2/81)

The Curriculum Specialist and Consultants were individuals with expertise in the social studies and related content areas. One person would function as the Curriculum Consultant throughout the project. The Director organized and managed the work of these three groups and tasks were assigned based on recognition of individual abilities and time to contribute, not in terms of role definitions. Some state reviewers would, because of their expertise (for example, forestry), contribute to the writing; some consultants would essentially act as reviewers.

The fourth group, the Project Planning Council (P.P.C.) provided the structure for interagency cooperation. The P.P.C. initially included the Project Director, teachers, a principal, local elementary supervisor, state elementary and social studies supervisor, and the curriculum specialist. The two evaluators served as ex-officio. The P.P.C., with few changes in membership, acted both as an intact group and individually to advise the Director on specified issues and to clarify project needs and direction. Two additional professionals were later added to the council, one with expertise in social studies education and one with expertise in secondary education. The P.P.C. "through a process of mutual goal setting and decision making, clarified and reaffirmed project goals and facilitated interagency cooperation" (1978-79 Evaluation Report, p. 55).

1978-79 Adaptations

During this first year the role of teacher as writer was maintained as the conceptualization of the Virginia Studies moved from a focus on "materials" to a focus on a basal curriculum with specified objectives, content, knowledge, skills, instructional strategies and a teacher's guide. The flexible curriculum development process, which evolved during this first year, facilitated continuous input from a variety of sources in relation to all aspects of curriculum (philosophy, objectives, content, and format of the final product (see Figure 3).

INSERT FIGURE 3
TWO CURRICULUM PROCESSES

The development of the fourth grade materials followed a "Realistic Dynamic Process." Many unknowns were answered during the 1978-79 planning year--there was a more realistic assessment of the support teachers would need to develop curriculum, of the time and staff required, and of the potential help available from public and private agencies (1979 Evaluation Report, p. 89).

1978-79 Achievements

Specific tasks and the expertise needed to complete these tasks were identified and:

1) a Director was selected; 2) the Project Planning Council (P.P.C.) was organized; 3) a curriculum development process evolved and the developmental cycle became more specific with more realistic time frames and component specification; 4) initial cooperation was obtained from several state agencies for assisting in developing instructional activities and private organizations were contacted for other multi-media materials. (1978-79 Evaluation Report, p. 102)

Prerequisite to the above were several decisions:

The project Director stated, "We made some fundamental decisions this year." First, the project would develop both fourth grade and seventh grade basal state-studies curriculums. Second, teachers would design, write, and field-test the state-studies curriculums

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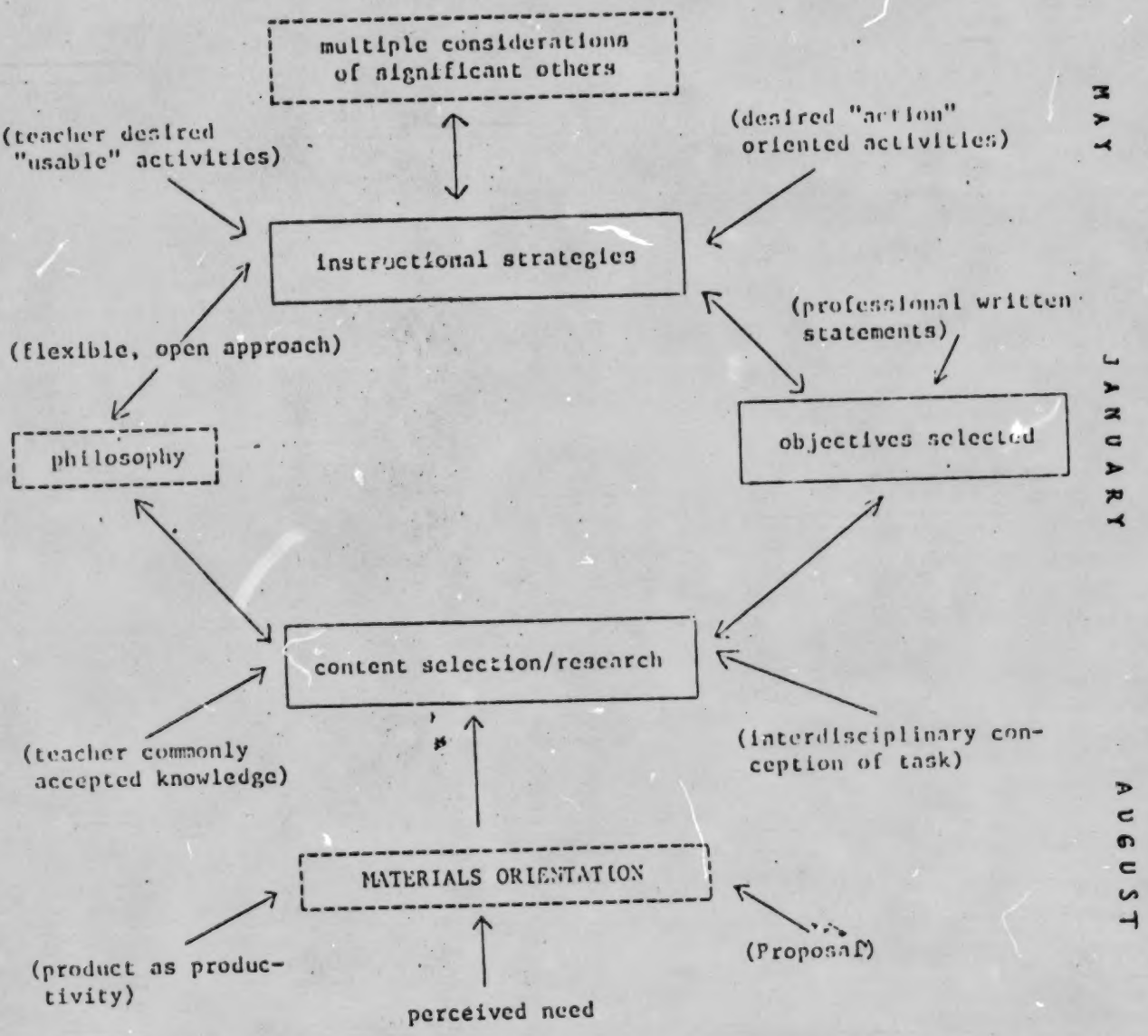

Figure 3
AN OVERVIEW OF DYNAMIC CURRICULUM PROCESS
AND RELATED FACTORS

with the assistance of scholars and educators and the resources of public and private organizations. Third, an interagency model of curriculum development and continuous planning would be implemented. The evaluation data suggest that these decisions were "fundamental." It is noteworthy that the Director had the foresight to see that these decisions were made during Phase I-Planning. These decisions were made by group consensus and incremental planning with an increasing realistic awareness of the task ahead. These kinds of fundamental decisions about the project goal, the roles of the participants, and the processes would provide the necessary direction and rationale for future tasks and project components. (Evaluation Report, p. 105. 1979)

1979-80 PHASE II: CONTINUOUS PLANNING AND DEVELOPMENT

The goals of Phase II: Continuous Planning and Development were a) the development and piloting of Virginia Studies fourth grade units; and b) the contracting out of two seventh grade units. Unique aspects of the project in terms of a) development of materials with pedagogical and academic integrity responsive to local and state needs; b) role of teachers; and c) interagency models were maintained as goals.

1980 Adaptations

Staff and procedure changes accompanied the start of the second year of the project. The staff was larger, the procedures more systematic. As the 1979-80 Evaluation Report states:

> The project was to enter Phase II: Development, with a larger project staff (i.e. a full time Special Assistant, given the major task of writing and revising fourth grade materials), a procedure for unit development (see Appendix), content guidelines for two units (Indian and Geography) and a Director who had experience with curriculum issues. The larger project staff included numerous part-time staff and consultants.
>
> This Development Phase would involve the same components as Phase I, i.e., the P.P.C., teachers, reviewers and consultants, but the roles of the members of these components would change. (p. 7) Specifically, the role of teachers was clarified:

During Phase I the benefits and constraints of using teachers to help develop basal materials had been recognized. Teachers could devote themselves fully to the project only during summer months and teachers themselves raised the issue of their expertise in content areas and curriculum development. Thus, two approaches to unit development were planned. Teachers would, through a second 1979 workshop, continue to develop an initial draft of fourth grade materials; scholars would plan and develop an initial draft of seventh grade material.

Interagency cooperation, school divisions, state agencies, the Virginia Department of Education, and universities contributed. These agencies helped in and provided advice regarding a) review of fourth grade materials, b) production of print and multi-media materials, c) development of the animated film, d) plans for dissemination, e) sites for field testing of units, and f) agreements to develop content for the seventh grade units.

The desire for development of usable and teachable materials resulted in careful consideration of two main sources of input, a) state and school agencies, universities, b) others concerned about the status of Virginia studies. Thus, changes--as materials to text orientation--are evaluated in terms of these inputs:

> The curriculum development became a process of responding actively to input of "significant others." Public hearings on the status of the instruction of Virginia studies and what was needed to teach Virginia studies had been held across the state, Spring, 1979. The Virginia Department of Education had surveyed views of school personnel on what was needed to teach Virginia studies and amount of classroom time allocated and desirable for the teaching of Virginia studies. The results of these hearings and survey indicated a strong public and teacher preference for text materials. This, plus feedback from a variety of consultants and piloting teachers resulted in a text orientation. Budget and time considerations also influenced this and other curriculum decisions, such as the decision to combine two fourth grade units. (Evaluation Report, 1979-80. pp. 102-103)

Two of the four planned units, Jamestown, Colonial Life, and Living on the Frontier and Virginia: Revolutionary Era were combined.

1980 Achievements

Specific accomplishments in 1979-80 included, 1) the production of student and teacher print materials for two fourth grade units; 2) local piloting of two fourth grade units; 3) state piloting of one fourth grade unit; 4) production and piloting of fourth grade walk-on and desk maps; 5) production of the seventh grade desk map; 6) (initial) development of an introductory animated film; 7) the establishment of readability of fourth grade units; 8) the appointment of a seventh grade materials writing team; and 9) the dissemination of project goals to appropriate state organizations and school divisions (1979-80 Evaluation Report. p. 103).

Feedback from local and state piloting was varied in terms of suggested changes, but uniform in praise. Local pilot teachers and students in five Hanover schools rated the Indian Unit and Geography and Resource Unit as highly usable and teachable. The Geography and Resource Unit was piloted in an additional eleven (11) state sites; feedback from this was also favorable.

Specific suggestions were in some cases idiosyncratic to the particular site or teacher but five general concerns emerged. Teachers wanted a) more student activities to develop skills, b) a shorter geography and resource unit, c) clarifications of the interdependence theme, d) information on adapting lessons for children of different abilities. (1979-80 Evaluation Report, pp. 86-87). Final materials reflect developers responsiveness to these concerns.

Readability, a major factor in rejecting other Virginia studies materials was carefully considered. Readability, the level of difficulty of the reading of materials, is often interpreted in terms of grade level. For example, it is assumed that if materials are labeled 4.0, the average child in the fourth grade can read and learn from the materials. Four estimates of readability were considered: teacher estimates, student's view of readability, the Fry formula and the Cloze procedure (see Chapter VI, 1979-80 Evaluation Report).

Student and teacher input on readability was considered to provide guidance in revision. This input reflected judgement on appropriateness of concepts, language, and interest. The Fry and the Cloze formulas provided quantifiable data, viewed as needed for state adoption for materials. Readability of the Indian Unit was appropriate for fourth grade as determined by the Fry formula, teacher and student feedback. Readability of the Geography and Resource Unit was also considered appropriate for fourth grade as determined by teacher and student feedback, the Fry formula and Cloze procedure (pp. 100-101, 1979-80 Evaluation Report).

The Curriculum development process continued to emphasize content in a readable/learnable form but emphasis was now also given to skills, again this was in response to feedback from potential users.

The 1979-80 year closed with the form and content of the fourth grade materials clearly delineated. There would be three fourth grade and two seventh units with related teacher texts and maps. The animated film would serve as an introduction overview for both the fourth and seventh grade.

1980-81 PHASE III: CONTINUOUS DEVELOPMENT AND DISSEMINATION

The goals of the third year were a) to pilot two fourth grade Virginia Studies texts and related teacher's manual and maps at the state level, b) to complete contracted-out seventh grade Virginia Studies texts, c) completion of a 10-12 minute animated film, d) revision of the fourth grade Virginia Studies materials (three student texts, related teacher's manuals, maps), e) state-distribution of fourth grade materials, one per school division, and f) a dissemination plan for on-going availability of materials.

The project resources as the project entered the final phase included staff, project site, project finances, teacher workshops (Summer 1978, 1979),

unit development procedures, unit planning time-line, drafts of three fourth grade units, completed walk-on and desk maps, sub-contracts for two seventh grade manuscripts, data on piloting of two fourth grade units and the designated pilot sites.

The project staff was slightly reduced. The Principal Writer continued full-time but a special editorial assistant, formerly working three-quarter time would now be working on a part-time (ten hours a month) basis.

Phase III would involve the similar components as Phase I and II but the role for teachers was now more clearly that of reviewer/field tester. Two components would change. The Principal Writer along with a part-time special assistant acted as the unit Development/Editing team. Their task was to complete, with input from all components, the editing of all the fourth grade materials and preparation of the final print-ready drafts for the publisher (see Figure IV).

INSERT FIGURE IV
OVERVIEW OF PHASE III: CONTINUOUS DEVELOPMENT AND DISSEMINATION

The seventh grade writing team would act as a separate component guided by the Director. This group would 1) review provided unit development procedures (see Appendix); 2) identify important seventh grade content/skills; and 3) write student/teacher seventh grade Virginia Studies materials. The intended task was to be two completed manuscripts, in draft form, of student (and teacher) written materials for the two seventh grade studies texts: Virginia State and Local Government and Virginia History 1830-Present.

EVALUATION DESIGN AND METHODOLOGY

The evaluation design for each of the three phases of the project was matched to the project goals of that year.

OVERVILW OF PHASE III: CONTINUOUS DEVELOPMENT AND DISSEMINATION

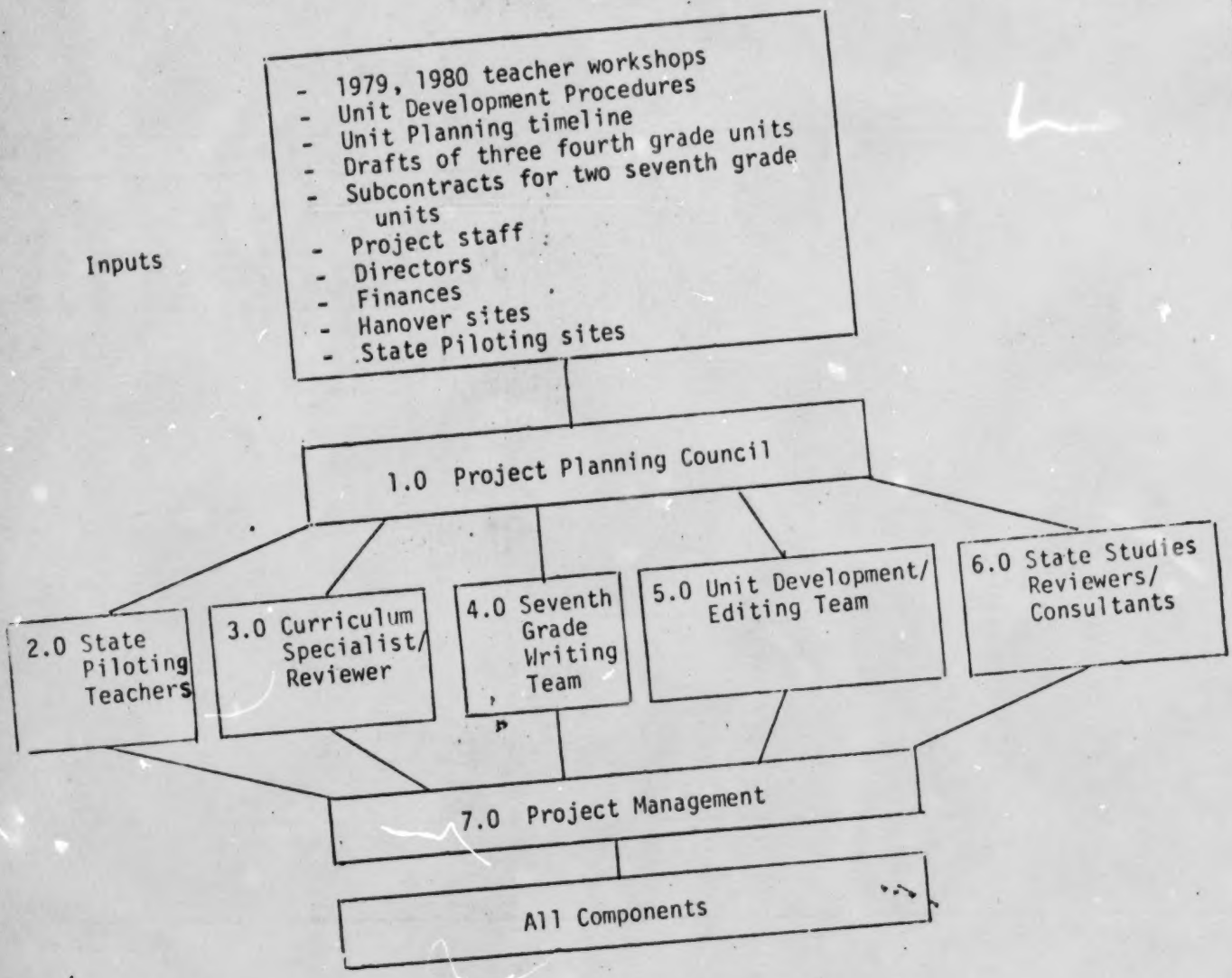

FIGURE IV

The goal of Phase I was to plan for the process of curriculum development. The appropriate design for a process evaluation was a case study, using ethnography. The rationale for use of this methodology which provided for the gathering of descriptive data to document the planning process is fully discussed in the 1978-79 Evaluation Report (pp. 7-17).

As stated in a memo of May 17, 1978, the proposed evaluation design and methodology for this unique Title IV-C project, the use of ethnography for evaluation purposes would enable the evaluators:

1. to gather descriptive data from the project participants in the setting as it occurs through recording extensive field notes, from records utilized in planning and from curriculum development materials. The Evaluators will be present during major project events and meetings and conduct summary interviews.

2. to describe, analyze and evaluate both anticipated and unanticipated events and outcomes on the project participants and project phases. As suggested by H. Berlak, "Values, Goals, Public Policy and Educational Evaluation," Review of Education Research, Vol. 40 (April, 1970), 261-78, performance objectives will be assessed, but not all outcomes will be limited to pre-determined objectives.

3. to establish confirmation, i.e., validity and reliability, for the findings through miltiple-criteria indicators, unobtrusive measures, and systematic field notes for a project Phase. For further discussion on methods to obtain confirmation of data, see E. Guba, Toward a Methodology of Naturalistic Inquiry in Educational Evaluation.

   As stated by Louis M. Smith and Sally Schumacher, Extended Pilot Trials of the Aesthetic Education Program: A Qualitative Description, Analysis and Evaluation, p. 2., "Reflections upon the descriptive narrative will yield concepts, hypotheses, problems to be studied and 'suggestions' for program personnel. It is important to accent the tentative quality of the hypotheses, models, and suggestions or recommendations yielded by this kind of approach to evaluation in this phase of the evaluation effort." Data analysis will be qualitative, utilizing recognized procedures.

4. to gather baseline data for developing other evaluation designs and procedures for the second and third project years.

5. to write an evaluation report which can be understood and used by multiple decision makers: the Project Director, Hanover County Superintendent, the Project Planning Council, and the Title IV-C Office of the Virginia Department of Education (p. 8-9).

The ethnographic procedures employed enabled the evaluators to collect data helpful to an on-going project. It was anticipated that there would be complexities involved in this curriculum development process, especially since social studies curriculum has been influenced, as Fitzgerald in America Revisited has so clearly shown, by so many social and political forces.

The Proposal suggests (pp. 41-42) both formative and summative evaluation. It was indicated that an on-going process-formative evaluation might help local school systems, other states or education systems seeking models for the development of instructional materials."

Thus, it was important not to totally focus on the outcome or product but to consider factors contributing to the development of materials. As noted in the first year Evaluation Report, 1978-79, "The evaluation must go beyond product evaluation and respond to concerns of different educational and lay groups." (p. 12)

It was also recognized that as the materials development cycle progressed, product evaluation would be needed to provide information to writers as well as agencies would later consider materials for potential adoption.

Evaluation Framework-Phase I

The evaluation framework for Phase I, thus consisted of two models as explained in the 1978-79 Evaluation Report.

> Two recognized evaluation models were used for Phase I-Planning. These were Robert E. Stake's responsive evaluation and decision-making evaluation models of Daniel Stufflebeam, and others. Each of these is discussed below.

Robert Stake, in Chapter Two, "To Evaluate an Arts Program," in Evaluating the Arts in Education: A Responsive Approach, stated, "An educational evaluation is responsive evaluation if it orients more directly to program activities than to program intents; responds to audience requirements for information; and if the different value-perspectives are referred to in the reporting of the success or failure of the program" (p. 14). Stake specified twelve prominent events in a responsive evaluation which may be summarized as follows:

1. Talk with clients, program staff and audiences to identify program scope, to obtain overview or program activities, and to discover purposes, concerns.

2. Conceptualize issues and problems; identify data needs regarding issues.

3. Select observers, judges; instruments if any; observe designated antecedents, transactions and outcomes.

4. Thematize: prepare portrayals, case studies; win-now: match issues to audiences; formats for audience use; assemble formal reports, if any.

> The orientation of these models are so overwhelmingly geared toward helping educational decision-makers that some view the Evaluator as the decision-maker's handmaiden/handmaster. The Evaluator collects and presents information needed by someone else who will determine the product's worth. However, the Evaluator views the final determination of merit or worth of a product as the decision-maker's province and not his. (pp. 14-15)

To gather this information, evaluators acted as observers/participants, interviewers and used planning memos, the Director's log, State Studies materials and notes from attended P.P.C. meetings.

Evaluation Framework: Phase II

In the second year of the project, Phase II, materials were to be developed and field testing was needed. Process or formative evaluation continued to be employed to document and clarify curriculum development procedures.

Four approaches were used to evaluate pilot materials, a) student and teacher questionnaires to local and state sites; b) follow-up interviews with local teachers; c) observations at local piloting sites; and d) analysis of readability of materials.

The need for this multi-method approach is clarified in the 1979-80 Evaluation Report:

> Questionnaires were to provide feedback on the desired characteristics usability and teachability of the Virginia Studies units. In addition, questionnaires would solicit teacher feedback to facilitate revision. This type of survey approach is appropriate where information on specific characteristics are needed as Wiersma explains in his book Research Methods in Education. (p. 6)
>
> The use of a questionnaire alone, however, somewhat limits the understanding of "why" the respondents answer as they do. Therefore, indepth follow-up interviews at the local level were planned to provide an opportunity to clarify feedback received from the questionnaires.
>
> Observations of class use of the Commonwealth Studies units were also planned to gain more insight into the potential and problems involved in the use of these materials.
>
> As Patton noted in Alternative Evaluation Research Paradigm, (1975) "a positive view of subjectivity--getting close to and involved with the data--makes it possible for evaluation researchers to take into account their personal insights..." (p. 23) Patton goes on to clarify that this does not lessen the value of objective data but that it "is to recognize that science is really nothing of it is not the application of critical intelligence to critical problems." (p. 23)
>
> Observation also facilitated considering the difficult-to-measure goals. The continually restated goal of the development of the Commonwealth Studies Project was the desire for children to know and appreciate their state. 'Appreciation' is a difficult thing to measure objectively and as Almy explains, observation would be unnecessary "if education consisted of nothing more than the acquisition of facts to be reproduced upon demand, and if all children learned in the same ways." (p. 2)

Again evaluators acted as observer/participants and interviewers and attended P.P.C. meetings. Project documents and drafts of state studies materials were included in the data base.

Evaluation Framework: Phase III

The evaluation for Phase III: Continuous Development and Dissemination, 1980-81, would focus upon a) quality (state studies criteria), usability,

teachability, and adaptability of Virginia Studies texts and maps; b) practicality of dissemination procedures; and c) project management activities related to the above.

Dissemination procedures and project management activities would continue to be considered in terms of process evaluation. A new evaluation approach, content analysis would, however, be employed to provide more information for potential users of materials.

A content analysis can provide an objective, systematic and quantitative description of content. Content analysis, as used here, will simply mean a systematic descriptive evaluation of content of the Virginia Studies Program. A content analysis can focus on each single word in a text, but a less cumbersome approach will be used here: the extraction, validation and quantification of given themes/categories. Themes or categories selected to guide this content analysis were chosen to reflect appropriate social studies guidelines. The objectivity of the analysis resides in the definition not the selection of the categories. As Williamson, Kays and Dalphin explain in their book The Research Craft, "we know that persons may interpret the content of any communication in terms of their own particular needs, interests, biases, or ideologies" (p. 285). A content analysis then can only describe content and the rule for classifying the content in those descriptive terms so that those using these same rules or categories, "will document the content or materials in the same way." Thus, content analysis while not precluding some eventual biased interpretation can at least provide a basic objective analysis.

As explained above, ethnographic procedures were used to a) document the process of project decisionmaking and curriculum development and

b) provide feedback to project participants. This methodology was employed throughout the three years of the project. More specific evaluation procedures for piloting and content evaluation were used as project needs and progress warrented.

OVERVIEW

The achievements of Phase III are clarified in the remainder of this report. Chapter II describes the completed fourth grade Virginia Studies Program and the draft of seventh grade materials. Chapter III describes the state piloting of two units of the Virginia Studies fourth grade materials, Chapter IV describes the planning for dissemination, Chapter V provides an evaluation of the curriculum development cycle and the final chapter, Chapter VI, summarizes the achievements of the entire three year Commonwealth Studies Project.

CHAPTER II

THE VIRGINIA STUDIES PROGRAM: A DESCRIPTIVE CONTENT ANALYSIS

The goal of the Commonwealth Studies Project has been the development of basal fourth and seventh grade Virginia Studies materials. The project, after the first year, was committed to developing print-ready fourth grade materials and drafts for seventh grade materials. Three aspects of the material need to be assessed: quality of materials, development process and scope of content. The quality of the Virginia Studies Program can best be and has been assessed through actual use (see Chapter III). The process of development to assure academic and pedagogical integrity can best be and has been assessed by scholars/reviewers; the actual content in terms of scope can best be assessed by a descriptive content analysis. The purpose of this chapter is to provide a general description of the materials in objective and quantified terms-in the form of a descriptive content analysis.

Descriptive Content Analysis

A content analysis can provide quantitative statements about content (i.e. counts of specific quantities as words, colors, etc.); an analysis of the structure of information, or an analysis of content relative to a given context. As Krippendorff notes in his book, Content Analysis, a content analysis can also be used to 'audit communication content against objectives' (p. 34). Essentially this is the purpose of this chapter--to assess the Virginia Studies Program (VSP) content in terms of content objectives described in Virginia Department of Education guidelines. These guidelines are used since they were developed from input from a wide range of sources. This is explained in the draft A Framework: The Social Studies Program in Virginia's Public Schools K-12:

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This working draft is part of the first phase of a K-12 Social Studies Curriculum Study Project currently being developed by the Social Studies Service at the Department. The project was initiated in 1978 with a statewide K-12 status survey of social studies in local school divisions and the appointment of a curriculum study committee by the State Superintendent of Public Instruction. Previous drafts have been distributed to local social studies supervisors, college educators, State Board members, and others for their reactions and comments. The observations of these respondents were used by the curriculum study committee in developing this document. Thus, this framework, although in a draft form, provides guidelines meaningful to potential VSP users, teachers and social studies supervisors in Virginia.

Description of Virginia Studies Program

A brief overview of the Virginia Studies Program is provided in a project dissemination pamphlet. This pamphlet provides the following description and list of VSP materials:

> The fourth grade program is designed for a full year; the seventh is intended for a half year. On both levels the content stresses the history of Virginia, but also includes Virginia's geography, resources, industries, government, economics and cultural growth. All of the materials incorporate various learning and teaching techniques, and will aid the students in the process of acquiring knowledge and developing skills and positive attitudes.

4TH GRADE MATERIALS

TEXTS

Story of Virginia 1607-1850
Geography & Resources of Virginia
Indians of Virginia

MAPS

-laminated desk map, Side 1--Virginia (counties, county seats, rivers, shape, border states); Side 2--streets superimposed on aerial photographs for portions of four cities in Virginia

-markable 4' x 8' floor map, Side 1--Virginia (shape, rivers, border states); Side 2--enlargement of side 2 of desk map

These three books, the floor map and laminated desk maps of Virginia have been tested at nineteen sites throughout the state.

FILM

The animated film highlights Virginia's history from 1607 to the present. This is an exciting visual experience which will stimulate children of all ages. The film will be submitted to the Department of Education in June, 1981. (Designed for use in 4th and 7th grades.)

7TH GRADE MATERIALS

TEXTS

Virginia State and Local Government
Story of Virginia 1830-Present

MAPS

-laminated desk map, Side 1--Virginia (Same as 4th grade); Side 2--United States (states, capitals, major rivers and bodies of water, border countries).

VSP 4th Grade Content and Skills

The fourth grade units discussed below and page number references all refer to the piloted drafts. Small changes were made in the final draft.

The teachers' edition for fourth grade includes--for each chapter of the various units: an overview, list of knowledge objectives, key vocabulary terms. skills and attitudes (personal awareness objectives). Background information for the teacher and format for guiding the reading and learning is also provided. Each student text has an index and glossary.

The fourth grade unit, Indians of Virginia starts with a discussion of Columbus discovering the first Virginians--Indians, and goes on to discuss

major Virginia Indian tribes. Stress is placed on one tribe--the Powhatan, and the tasks and lifestyle of these Virginia Indians during the seventeenth century.

The unit Geography and Resources of Virginia is a more straight-forward presentation of content and concepts related to the designated area of study. The unit starts with a clarification of the concept 'environment.' Map skills, the identification of various regions of Virginia and the related resources from nature to industry are stressed.

The unit, Story of Virginia 1607-1850, begins with a description of the journey from England to the Jamestown settlement and discusses the major historic events from 1607-1850. Included are Bacon's Rebellion, the French and Indian War, and the War of 1812. The emphasis is on understanding, from a child's point of view, the lifestyle and events of the time. This is accomplished by using stories, poems, and hypothetical excerpts from a child's diary.

The content guidelines from the Department of Education in their draft A Framework: The Social Studies Program in Virginia's Public Schools, K-12. recommend that fourth grade content include the 17th, 18th, and 19th Centuries. The VSP content does focus upon the appropriate era and, as noted below, the desired interdisciplinary approach, thinking, map and globe skills are also included.

The project proposal does not specify exactly the content for fourth grade materials but, criteria related to the nature of the content was provided. Three of these criteria were listed and evaluated in the 1979-80 Evaluation Report. Materials were to be:

a) interdisciplinary, b) indicate a broader perception of social studies skills, values and knowledge and c) focus on the past, present, future orientation. Although each of these characteristics can be found in the first draft, they are more prevalent in the second as the summary review note indicates:

> Draft one of the Indian Unit has many excellent 'hands-on' activities. Hardly a section of 'try-this' activities lacks a hands-on activity. Suggestions for making Indian artifacts, cooking, and dancing are clear and did generate enthusiasm as teacher and student feedback confirm. In the revised unit, these activities remain but added are clear interdisciplinary activities including art, music (create lyrics) (p. 122), biology (safe/poisonous plants, animals, p. 123), archaeology (find discoveries of. . . p. 137), human development activities or value discussion: (What personal qualities. . .makes someone a good leader today,) (p. 45), consider superstitions (p. 36).
>
> The past, present, and future orientation is present in the form of provided or suggested questions and activities. (p. 35, 36, 91, 92 and 122). 6/30/80 (1979-80 Evaluation Report, p. 46).

A description of the content of the fourth grade VSP must consider suggested teacher or student activities. These can be evaluated in relation to the five themes the developers initially sought to promote. To evaluate the presence of these themes, the five categories were clarified and a non-systematic sample of 40 activities and questions from each unit were then evaluated.

To facilitate classification of activities, the following guidelines were used:

a) Activities or questions were labeled as 'change/stability' if they asked students to make comparisons with current times, consider 'what if' types of questions. Thus, questions and activities relating to how things are done today, versus another time were considered change/stability items.

b) Questions or activities discussing contributions of Indians to later inhabitants and visa versa; contributions within families and tribes were labeled 'interdependence.'

c) Questions or activities examining the impact of environment on life tasks, products and lifestyle were labeled 'environment'.

d) 'Culture and tradition' were considered as one unit and labeled as the theme when customs, belief, or an aspect of a lifestyle was considered.

Using these criteria, forty sample activities/questions from each of the three units were examined. The percentage of questions/activities in each unit is noted in the table below.

	Indian	Story of Virginia	Geography & Resources
Change	20%	8%	2%
Interdependence	3%	9%	9%
Environment	33%	26%	59%
Culture/Tradition	40%	10%	26%
Other	4%	47%	4%

The majority of questions/activities labeled 'others' in Story of Virginia were map, information or locating information type of questions. In cases where questions seemed to refer to two themes, one half point was assigned to each category. The themes given the greatest weight appear to be culture, tradition and environment. However, the sheer number of activities in each area does not reflect the emphasis a teacher might put on an activity or the time which can potentially be devoted to that activity. These figures simply indicate that the five themes were in fact addressed in each fourth grade unit.

How appropriate is it to stress these themes of concepts? Woodbury in the social studies section of his comprehensive text on Selecting Materials for Instruction, suggests that themes or concepts are very important, and quotes Beyer and Penna:

> "Content must be viewed as a vehicle, not as an end in itself. The content of a lesson must be viewed primarily as a way of helping learners conceptualize about a particular idea or thing. The real substance of the lesson and in fact basic cognitive objective must be a specific concept." (p. 150).

The clear majority of questions and activities in the VSP are geared to developing basic concepts or themes, not simple recall of facts. The student material itself however, clearly exists to convey content. This was perceived as the goal of the material--to teach about Virginia. This view is seen in the initial steps of materials development as described in the 1979-80 Evaluation Report.

> The content focus appears to have been clarified and given direction by the August 14-18th, 1978, teacher workshop. Field notes on discussions with the Curriculum Specialist who met with the Director and SEA Liaison on August 8th revealed that initial attempts to identify content were started by generating ideas about "what teachers expected to teach about Virginia" (9/28). In describing this process at a P.P.C. meeting at the teacher workshop this became the question, "What should students in Virginia know about Virginia?" (2/23, p. 66).
>
> The Director's Log includes outlines developed in the pre-workshop session attended by several teachers, the Project Director, and the SEA and LEA Liaisons. From this meeting came a page and a half of topics related to Virginia and three pages of potential materials, similar to but more specifically described than materials listed in the Proposal. (OBS: While number of pages cannot be considered an indication of emphasis since the relative amount of work going into any page cannot be calculated, the very specificity of items is suggestive of having a starting point of content and moving quickly to materials.) (5/30, p. 66).
>
> The content focus was given further impetus by initial Curriculum Specialists, as notes from the Director's Log below indicate.
>
> The consultant believes the project should first concern itself with researching background information for the units, not identifying concepts or objectives. The objectives can be derived from the results of the teachers' research. This seems to be a logical plan of action. (9/79)

Thus, as planned, student materials stress content. Skills and concepts are provided for in teacher questions and student activities. Skills were recognized as important for meeting teacher needs and potential state guidelines.

The emphasis in the development of the VSP was to 'convey content about Virginia'. The goal behind this was to help children 'experience' and appreciate Virginia and their Virginia heritage. However, the inclusion of skills was stressed. The place of skills is described in the 1979-80 Evaluation Report (p. 42).

> The Proposal (listed) as a tentative criteria that 'the materials should be such that they can be integrated into the local K-12 Social Studies curriculum scope and sequence' (p. 28). By the time of the first P.P.C. meeting in August, 1979, the greater need to demonstrate a responsiveness to potential users was indicated by the Director's summary handout on materials, explaining that:
>
> Project materials are correlated to:
>
> A Framework for the Social Studies Program in Virginia, K-12, 1979. (current draft) State Department of Education.
>
> Criteria For the Evaluation of Instructional Materials-Social Studies, 1978. State Department of Education.
>
> Standards for Accrediting Schools in Virginia, 1978. State Department of Education.
>
> Basic Learning Skills Testing Program, 1979. State Department of Education.
>
> S.R.A. Achievement Test Battery, Social Studies Section (all skill areas in old and new forms.)

"House Joint Resolution #60: A Report to the Governor and the General Assembly," 1979, State Department of Education. (preliminary information on recommendations for grade placement, format, content, development strategies as indicated at public hearings).

Minimum Citizenship Competency Programs as designed by local school divisions. Seventh grade government, history, and consumer materials are found in most local competency programs. (8/20/79)

The State Department of Education in their draft of a framework for social studies; A Framework: The Social Studies Program in Virginia's Public School, K-12 provides guidelines for a social studies skills framework.

Using this Department of Education draft publication, the Curriculum Consultant adapted the skills scope and sequence chart and coded the presence of these specific skills in the VSP fourth grade materials. Skills were 'counted' if they appeared embedded in student text or activity or if they were in the teachers' manual in the form of teacher or student suggested activity.

The curriculum consultant listed the skills surveyed (see Chart I) and developed a graph indicating the extent to which these skills were present (see Figure V).

As Figure V indicates, maps skills (Skills I and II) are most heavily developed in the Geography and Resources of Virginia unit and 'study and thinking skills' (Skills Group IV and V) are most frequent in the Story of Virginia unit; however, many skills are developed across all three units.

The content as potential source of skill development activity can also be considered. Woodbury (1980) pointed out materials can be used to develop thinking skills if the criteria suggested by Fair are met: i.e., if materials:

CHART I

The Commonwealth Studies Project

Skills Development Outline

I. Map & Globe

A. Make and Interpret map and globe skills
1. make maps
2. compare maps and draw conclusions

B. Direction
1. identify and use cardinal directions
2. identify and use intermediate directions
3. use map grids (ABC/123)

C. Location
1. identify and locate physical features
2. identify and locate political features
3. locate and compare regions
4. trace routes on a map

D. Distance
1. measure distance using a scale
2. compute distance using mileage numbers

E. Symbols
1. make map symbols
2. interpret map symbols
3. use map legend

II. Graphic Data Skills
1. interpret graphic symbols
2. interpret graphs
3. interpret pictorial materials

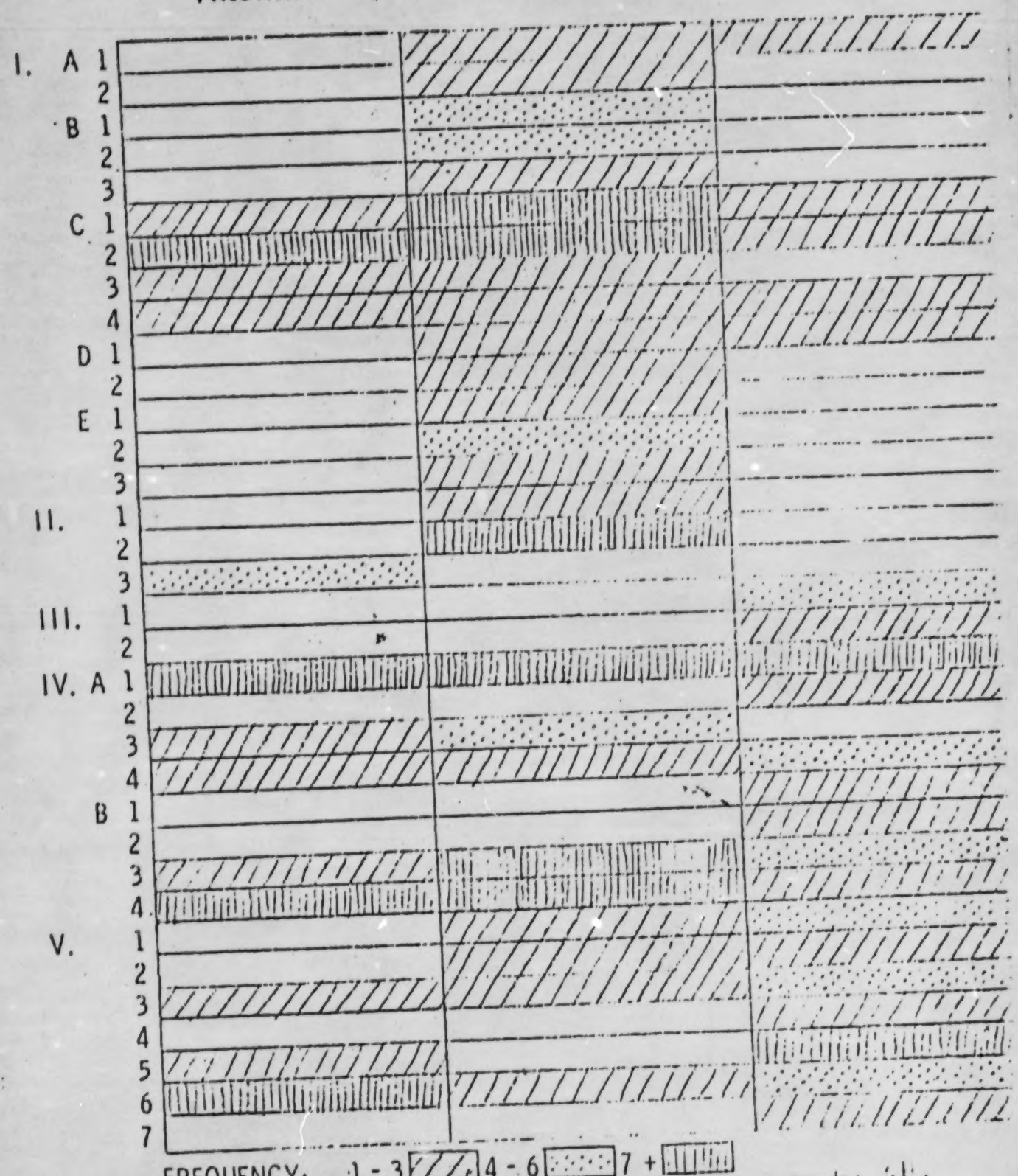
III. Time/Date Skills
1. make and use time lines
2. translate dates into centuries

IV. Study Skills

A. Locate and gather information
1. locate information
2. use resource material
3. use library references and resources
4. collect, organize, and record information

B. Evaluate Information
1. evaluate information for accuracy
2. distinguish between fact and opinion
3. determine cause and effect
4. classify, compare, and contrast

V. Thinking Skills
1. identify and analyze problems, and suggest solutions
2. select and defend positions
3. differentiate between points of view
4. make decisions based on information
5. analyze and interpret data
6. make hypotheses, inference and predictions
7. draw conclusions


INDIANS OF VIRGINIA
GEOGRAPHY AND RESOURCES
STORY OF VIRGINIA
I. A 1
2
B 1
2
3
C 1
2
3
4
D 1
2
E 1
2
3
II. 1
2
3
III. 1
2
IV. A 1
2
3
4
B 1
2
3
4
V. 1
2
3
4
5
6
7
FREQUENCY: 1 - 3
4 - 6
7 +

- are perceived by children as related to their own lives
- contain structures, cues and props to make thinking easier
- have an appropriate emotional content (lack of feeling or, conversely, too much feeling may militate against thinking)
- do not rely solely on print format, but include ample, directed experiences
- use modes appropriate to students' ages and development (p. 155)

In consideration of this criteria it should be noted that the piloting of materials has established that content is appropriate to student's interest. The style of material, frequently in the first person and from the eyes of a child (using diary form or story form), would help children relate material to their own lives. Questions, also frequently promote this. For example, questions and activities frequently ask children to consider similarities between the discussed past events and events in their own life. Thus, direct and indirect opportunities for thinking are present.

A description of any material should provide insight into the 'values, sentiments, intentions or ideologies of the authors.' Insight into the values and intents of the authors is best provided by information from on-site observations and interviews gathered during the development process.

The VSP developers clearly saw their goal as teaching about Virginia, having students 'experience Virginia'. This is clarified by numerous statements in initial and final conversations with the Principal Writer, noted below:

> The Director and Principal Writer were reacting to the idea of a skills matrix mentioned by the Curriculum Consultant. There was concern about the impact of a skills focus on the original goal 'to learn about Virginia.' One project participant stated that

'content could not be sacrificed to skills,' another commented 'no one ever said take the old book off the shelves, skills are weak'. The focus was then on content and the academic integrity of that content. (9/79)

I asked the Principal Writer--what had been the continued focus. She said her first concern was style. The content was understood. Skills came under methods and strategies. She explained she wanted a "built-in" explanation of relevance--so students would not need to question why they were learning what they were learning. (6/81)

Another source of insight into concerns of developers was a set of guidelines provided by the Director at a February P.P.C. meeting (see Appendix). The guidelines included ratings for clarity of objectives, goals, freedom from stereotyping, skill developments and content. Thus the values and intents of authors may be defined as valuing a valid and interesting presentation with the intent, clearly to teach about Virginia. Care was consistently taken to keep pedagogical and academic integrity by using reviewers, consultants and self-guiding checklists.

In addition, the above fourth grade materials were reviewed by a committee established by the Social Studies Service. This committee as described in an 11/79 State Department Social Studies Service memo, consisted of:

> history and geography scholars, social studies specialists, local school division administrators, elementary teachers, reading and language specialists, and members from professional organizations. (11/80)

The criteria for evaluation provided was described in the same memo:

> Instructional materials on Virginia studies would be analyzed in terms of the following:
>
> a. historical accuracy
> b. geographical accuracy
> c. scope of content
> d. depth of content
> e. presentation of content
> f. reading level (readability)
> g. freedom from biases and stereotypes

> In addition to the above criteria, the fourth grade Virginia history program as outlined in the Social Studies Program in Virginia's Public Schools, K-12: A Framework would be used. Committee members would use a special criteria prepared by the Social Studies Service which would incorporate each area to be examined as outlined above. (11/80)

The committee, as noted earlier, guided by these criteria, concluded that these VSP fourth grade materials were worthy of use in Virginia schools. The fourth grade VSP include then, the content and skills as suggested by current drafted Virginia Department of Education guidelines.

Content Description - Grade 7

Specific content for seventh grade is also not noted specifically in the Proposal but the content for seventh grade is suggested by two other sources: a) House Joint Resolution No. 60 and b) State Department Guidelines. This House Joint Resolution No. 60 requesting the Department of Education to assess the teaching of Virginia Studies was followed on October 11, 1979, with a Department of Education House Document No. 5. This Document recommended that material at seventh grade level:

> ". . .include the development of student material based on the teacher's guide of the ETV series titled Virginia: A TV Social Studies Experience and materials currently being developed in Hanover's Commonwealth Studies Project."

The ETV Series Teacher's Resource Guide states that this series is ". . .about the Commonwealth, the land and the people, the customs and problems, the past and future. . "(and encourages children to) ". . .engage in inquiry learning and concept development." This ETV teacher's guide is rich in inquiry and concept development activities. Information is, however, compressed as this overview from the Teacher's Resource Guide of one television segment, indicates:

OVERVIEW OF TELEVISION PROGRAM #11

> Part II of the three-part Virginia's Heritage program illustrates the big events, trends, discoveries, and famous people who have helped shape Virginia and Virginians into what they are today. The War Between the States, and the influence of two World Wars and massive resistance upon Virginia will be examined, together with contemporary historical events. The emphasis for the most part will be upon social, cultural, and economic events from the Civil War to the present. (p. 141)

The drafts of the seventh grade Virginia Studies Program provides in depth basal student reading materials related to specific ETV content areas: Virginia Government and the era 1830-present. The seventh grade materials are in draft form. An analysis of content should await revision.

SUMMARY

An analysis of the content and skills of the fourth grade VSP in relation to a current draft of Virginia Department of Education guidelines indicates materials are congruent with these guidelines.

CHAPTER III

STATE PILOT TESTING OF THE INDIANS OF VIRGINIA AND STORY OF VIRGINIA 1607-1850

Introduction

The purpose of the state pilot testing of The Indians of Virginia and Story of Virginia 1607-1850 was: 1) to assess if teachers were able to use the materials to enhance student learning, i.e., "teachability and usage" and 2) to obtain information for dissemination planning. The pilot testing results include two types of data: a brief student questionnaire and an extensive teacher questionnaire. The student questionnaire sought general reactions of pupils to the unit. The teacher questionnaire obtained demographic data concerning teacher experience and the number of hours and weeks used for piloting the unit. The questionnaire asked for teacher perceptions of student's reactions and the degree to which the unit developed knowledge, skills and selected concepts. The questionnaire also assessed the teacher's reactions to selected aspects of using and disseminating the materials.

State pilot testing occurred in early fall of 1980 for the Indians of Virginia and from October, 1980 through January, 1981, for Story of Virginia 1607-1850. Each pilot teacher received a classroom set of the student booklet, thirty desk maps, one walk-on map (4' x 8') and marking pens. The teacher received a Teacher's Edition which contained a Note to the Teacher, approximately a hundred pages of suggestions for "Guiding the Reading and Learning" and "Optional" activities dispersed throughout the duplicate of a students' booklet. For each major topic, the Teacher's Edition provided an Overview, Objectives, a list of Concepts, Vocabulary (key terms and words to know),

Skills, and Personal Awareness Objectives (affective objectives). The Teacher's Edition also provided Background Information.

The Note to the Teacher in the pilot edition of Indians of Virginia stated that the Virginia Studies Program attempted to develop five major themes: change/stability, interdependence, environment, culture, and tradition. Questions to assess student understanding of these themes were provided. The major topics of the booklet were a description of the first Virginians, how the Indians came to Virginia, and the sources of knowledge about the Indian culture. A brief description of the major tribes in Virginia is given. About two-thirds of the booklet describes the Indian culture by focusing on the life of the Indians as seen through the eyes of a Powhatan man, woman, boy, girl, and chief. A glossary and bibliography were provided in the booklet.

The Note to the Teacher in Story of Virginia 1607-1850 stated that one purpose of the Virginia Studies Program was to make "historical fact as interesting, accessible, and enjoyable as possible to elementary students." Although based on historical fact, the content was predominantly "historical fiction" expressed as scenarios, songs, monologues, dialogues and literary genres (poetry, drama, narrative, letters, newspaper articles, etc.). Major topics in the booklet were the history of the Jamestown settlement, the western frontier expedition, the French and Indian War, events surrounding the War for Independence, and selected Virginia historical contributions in the establishment and growth of the U.S. to 1850. The history of Virginia from 1607-1850 was broadly defined and included political, economic, geographic, social, culture (the arts), and military history with ethnic and racial events notes. Review questions, a glossary and a bibliography were provided.

The Project Director held a brief orientation conference with each individual teacher when they first served as a pilot teacher. The purpose of the project and pilot testing the unit was explained. He showed the walk-on-map and made a few suggestions for using it. An overview of the student booklet was given. Teachers were asked to make marginal notes in the Teacher's Edition and to send the Edition to the project staff to aid in revision. Teachers were asked to cooperate in obtaining the student questionnaire and in completing the teacher questionnaire. Thus, the pilot teachers received more of an orientation to the project and the materials than a formal in-service training.

PROCEDURES

Instrumentation

Student and teacher questionnaires were developed by the External Evaluators and reviewed by a panel of experts consisting of the Project Curriculum Specialist, the Project Director and Assistant, and a state department social studies supervisor. The questionnaires, after five revisions, was considered to have content validity. Both questionnaires had reliability, based on the 1979-80 pilot testing except for one item on the teacher questionnaire. The student questionnaire consisted of the four previous closed response items and the one open response item. A sixth question asked students to respond to the statement "I am proud of my State now that I know more about Virginia." The teacher questionnaire consisted of four demographic items, twenty-one closed response items on a Likert type scale and three open response questions.

Pilot Sites

A total of fourteen pilot sites participated in the piloting of the Indians of Virginia and the Story of Virginia, 1607-1850. Eleven pilot sites

were selected from a list of four cities and eleven counties recommended by the Division of Research, Evaluation and Testing of the Virginia Department of Education. The recommended 15 sites were considered representative of Virginia by a) social-economic status, b) racial composition, c) urban-suburban-rural composition, and d) geographic location. Three additional private schools, including schools in two different Dioceses, were added to the original list. The Project Planning Council selected those eleven sites which seemed most representative of Virginia. The Project Director obtained the cooperation of the selected sites.

The following sites participated in the pilot testing in 1979-80 and 1980-81: Alexandria City, Newport News City, Norfolk City, Richmond City, Brunswick County, Culpeper County, Hanover County, Spotsylvania County, Westmoreland County, Wise County, two Catholic Dioceses and one private academy. Each pilot site had one pilot classroom with two exceptions. Alexandria City provided two pilot classrooms and in 1979-80 Hanover County provided five pilot classrooms.

A total of thirteen pilot classrooms participated in the 1980-81 field testing of the Indians of Virginia and Story of Virginia, 1607-1850. Hanover County did not participate in the piloting of the revised Indians of Virginia. Seven pilot sites field tested the Indians of Virginia and six pilot sites field tested the Story of Virginia, 1607-1850.

Data Collection, Analysis and Presentation

Questionnaires were sent to each pilot teacher at the appropriate time in the field testing. The questionnaires on the Indians of Virginia were returned in December, 1981, and those on the Story of Virginia, 1607-1850 were returned in February, 1981. There was a hundred percent response rate from the pilot sites.

The data were analyzed by frequencies and presented as percentages rounded to the nearest tenth. The open-response data was first categorized, tabulated and then listed in rank order.

A random sample of student questionnaires was drawn from each pilot site. The sample size was thirty-three percent of the total population. A random sample of 61 student questionnaires was analyzed for the Indians of Virginia. A random sample of 44 student questionnaires was analyzed for the Story of Virginia, 1607-1850. All pilot teacher questionnaires were analyzed for this report.

The data is presented by charts with an exploration for the Indians of Virginia followed by the Story of Virginia, 1607-1850. For each unit, demographic data on the pilot sites and unit usage is first presented. Students responses and teacher responses are then analyzed.

FINDINGS: INDIANS OF VIRGINIA

The findings from the pilot testing of the Indians of Virginia are presented as follows: demographic data of the pilot sites (Chart I), responses of the students (Chart II), and responses of the teachers. Teacher responses are analyzed by the topic: perceptions of student reactions (Chart III), teacher reactions to using the materials (Chart IV), and dissemination (Chart V).

CHART I
DEMOGRAPHIC DATA: TEACHER EXPERIENCE AND UNIT USAGE

General achievement level of students in pilot classroom:

1 low achievement

5 average achievement

1 high achievement

Number of years you have previously taught Virginia studies:

3 none

____ 1-2 years

1 3-5 years

3 over 5 years

Average hours per week of instruction usually used for this unit:

____ 1 hour

3 2 hours

4 3 hours

____ 4 hours

____ 5 hours

____ over 5 hours

Number of weeks of instruction usually used for this unit:

1 1-3 weeks

1 4-6 weeks

1 7-9 weeks

2 10-12 weeks

2 12-14 weeks

____ if over 14 weeks state number of weeks

The Indians of Virginia unit was piloted with students of a wide range of general achievement levels. Approximately seventy percent of the students were perceived by teachers as average achievers, 14% as low achievers and 14% as high achievers. The pilot teachers had a wide range of previous experience in teaching Virginia studies. Three teachers (43%) had no previous teaching experience in Virginia studies; three teachers (43%) had over five years of teaching experience in Virginia studies; and one teacher (14%) had one year of teaching Virginia studies.

All of the teachers used the unit on the average of two or three hours per week. The number of weeks used for instruction of the unit varied: three teachers used the unit in varying number of weeks up to ten weeks; two teachers used the unit from 10-12 weeks and two teachers used the unit from 12-14 weeks. Inspection of the data suggested that the teachers took a longer instructional time with students perceived as slow achievers:

Student Questionnaires

The student questionnaire obtained general reactions to the unit. The results of the five closed-response questions and the one open-response question are presented below.

CHART II - STUDENT QUESTIONNAIRE

N = 61	YES	SOME	NO
1. I learned a lot from this unit.	97%	3%	0

N = 61	ALWAYS	SOMETIMES	NEVER
2. This unit was easy for me to read.	57%	42%	1%
3. I liked the activities in this unit.	77%	20%	3%
4. I had fun learning from this unit.	93%	7%	0

N = 61	YES	SOME	NO
5. I am proud of my state now that I know more about Virginia.	92%	8%	0

N = 61	TOTAL NUMBER OF COMMENTS
I felt this unit was:	
33 - "learned a lot", informative and "interesting"	
21 - "enjoyed" the activities, had "fun" in learning	
11 - "good" and "exciting"	
11 - want to learn more	
6 - want another book similar to this one	
2 - "proud to know where I live"	

Ninty-seven percent of the students stated they "learned a lot" from the unit. Fifty-seven percent of the students said the unit was "always" easy to read and forty-two percent said the unit was "sometimes" easy to read. Seventy-seven percent of the students "always" liked the activities of the unit and ninty-three percent of the students "always" had fun learning from the unit. Only one student stated he could never read the unit, and only three percent stated they never liked the activities or enjoyed learning. Ninty-two percent of the students stated that they were proud of their state now that they knew more about Virginia. The most frequent remarks about the unit were: "learned a lot", "interesting", "enjoyed the materials", "good", "exciting", and "want to learn more."

Teacher Questionnaire: Perceptions of Student Reactions

Teacher perceptions of student reactions to the Indians of Virginia materials are summarized in Chart IV.

TEACHER QUESTIONNAIRE: CHART III
PERCEPTIONS OF STUDENT REACTIONS

N = 7

Student Reactions	PERCENTAGES				
	Always	Usually	Sometimes	Seldom	Not Appl.
1. Students found this unit interesting.	71%	29%	0%	0%	0%
2. Students increased their basic factual knowledge of this topic.	57%	43%	0%	0%	0%
3. The reading level of the booklet was appropriate for the students.	29%	43%	29%	0%	0%
4. Students enjoyed the activities of this unit.	43%	57%	0%	0%	0%
5. The multi-media materials (i.e., materials other than booklet) enhanced student learning.	29%	43%	0%	14%	14%
6. Students increased their understanding of the following social studies concepts or themes with this unit:					
a. change/stability	0%	71%	29%	0%	0%
b. interdependence	14%	71%	14%	0%	0%
c. culture	57%	43%	0%	0%	0%
d. tradition	43%	57%	0%	0%	0%
7. Students developed the following social studies skills with this unit:					
a. make and interpret maps and globe globes	0%	57%	14%	29%	0%
b. make and interpret charts, graphs, and pictorial materials	0%	29%	29%	29%	14%
c. chronology and time skills	0%	43%	14%	29%	14%
d. locate and gather information	43%	43%	14%	0%	0%
e. identify and analyze problems	29%	71%	0%	0%	0%
f. select and defend positions	14%	71%	14%	0%	0%
g. recognize different points of view	43%	57%	0%	0%	0%
h. evaluate information	14%	71%	14%	0%	0%
i. make hypotheses, inferences	14%	71%	14%	0%	0%

TEACHER QUESTIONNAIRE: PERCEPTIONS OF STUDENT REACTIONS (CONTINUED)

8. The general reactions of the students were: (examples are quoted)

4 - "Enjoyed the unit."

3 - "Enthusiastic. Always alert and attentive. Eager to receive instruction."

1 - "Most were continually fascinated by the culture of Virginia Indians."

1 - "Students looked forward to 'Social Studies' period."

1 - "Drawings were very helpful and interesting to them."

Teachers perceived that all of the students always or usually found the unit interesting and enjoyed the activities. All of the students always or usually increased their basic factual knowledge.

Teachers reported forty-three percent of the students usually found the reading level appropriate while twenty-nine percent always and twenty-nine percent sometimes found the reading level appropriate. These perceptions correlate with the demographic data on the wide range of general student achievement in the pilot sites. Seventy-two percent of the teachers also reported that the multi-media materials usually or always enhanced learning.

Four concepts or themes had been identified for the fourth grade Virginia Studies program. In this unit, teachers perceived that, seventy-one percent of the students usually increased their understanding of the concept of "interdependence." All students always or usually increased their understanding of "culture" and "tradition." Students had slightly more difficulty in understanding the concepts of "change/stability," however, 71% usually increased their understanding.

Teachers perceived that all students "always" or "usually" developed skills to identify and analyze problems (skill e) and to recognize different points of view (skill g). Eighty-six percent of the students "usually" or "sometimes" developed skills to locate and gather information (skill d), select and defend positions (skill f), evaluate information (skill h), and make jypothesese, inference (skill i). Seventy-one percent of the students "usually" or "sometimes" develop skills in making and interpreting maps and globes (skill a), while 57% and 58% of the students usually or sometimes make and interpret charts, etc. (skill b), and develop chronology and time skills (skill c). However, fourteen percent of the teachers did not think the skills to make and interpret charts, etc., and chronology-time skills applied to the unit.

Teachers perceived that the general reaction of the students were ones of enjoyment, enthusiastic, attentive, and fascinated with what they were learning. Students looked forward to social studies.

Teacher Questionnaire: Teacher Reaction

Teacher reactions regarding the ease of using and teaching with the Indians of Virginia materials are summarized in Chart IV.

CHART IV
Teacher Reactions to Using the Materials

N = 7

	PERCENTAGES				
	Always	Usually	Sometimes	Seldom	Not Apply
9. The "Overview," "Objectives," "Concepts," "Vocabulary," and "Skills" were useful in making instructional decisions.	71%	14%	14%	0	0
10. "Guiding the Reading and Learning" was useful for planning lessons.	57%	0	14%	29%	0
11. Sufficient background information was provided for teacher understanding.	14%	43%	29%	14%	0
12. Student activities such as "Try These" and "Things to Think About" were useful for student learning.	29%	43%	29%	0	0
13. Suggested "Optional" activities or "Find Out More" increased student learning.	43%	29%	29%	0	0
14. Teacher-made supplementary activities were necessary for student learning.	0	29%	71%	0	0
15. The unit required more than the usual amount of teacher preparation time.	0	0	0	100%	0
16. The unit could be adapted to my style of teaching.	43%	43%	14%	0	0
17. The multi-media materials were easy to manage with students.	14%	14%	29%	0	43%
18. The multi-media materials were easy to store.	14%	29%	0	0	57%

19. My general reactions to the unit are: (examples are quoted)

4 - General Overall:

-"Outstanding!"
-"I have thoroughly enjoyed the unit! The style of writing and illustration were very well done."
-"Overall, the unit was extremely valuable to us."

Teacher Reactions to Using the Materials (continued)

3 - Adoptation and Preparation Time:

-"Activities, guided reading suggestions were numerous. These were extremely helpful because it gave me adequate help in providing varying activities to meet the needs of all students."
-"I enjoyed teaching the unit. The lesson plans contained enough information to prepare for the teaching of the lesson without doing a lot of research."

3 - Desire for more time:

-"Not enough time with three hours per week."
-"Not enough time with two hours per week."
-"My class thoroughly enjoyed every reading done in class. I wish we could have spent more time in actual making of the objects discussed. I hope to do the unit again with more time for detail and more time for study and evaluation of what they have learned."

3 - Suggestions:

(1)-"Some group activities or presentations on various phases of Indian culture may save time."
(2)-"I would like to have

(1)-"Too many "Let's Do This" type of chapter questions and not enough reinforcement of concepts and vocabulary."

The Teacher's Edition was very useful for the pilot teachers. Seventy-one percent of the teachers found the "Overview," "Objectives," "Concepts," "Vocabulary" and "Skills" were always useful in making instructional decisions and twenty-eight percent of the teachers found these aids were usually useful. Fifty-seven percent of the teachers stated "Guiding the Reading and Learning was always useful in planning" whereas forty-three percent said this aid was sometimes or seldom useful. Fifty-seven percent of the teachers stated that background information was always or usually sufficient while forty-three percent stated that it was sometimes or seldom sufficient. This probably reflects the demographic characteristics of the pilot teachers, i.e., 43%

had no previous teaching experience in Virginia Studies and 43% had five years previous teaching experience.

Seventy-two percent of the teachers always or usually found the student activities useful and that the suggested optional activities increased student learning. No teachers found teacher-made supplementary activities were always necessary. However, seventy-one percent of the teachers stated teacher-made supplementary activities were sometimes necessary.

All pilot teachers reported that the unit could usually or sometimes be adopted to his/her style of teaching. All pilot teachers said the unit seldom required more than the usual amount of teaching preparation time. A majority of the teachers did not feel that managing and storing multi-media materials were a problem.

Teachers wrote very positive comments with a few suggestions in the open response question. The most frequent comments were "outstanding" and "valuable," ease of adopting the materials to students and teaching style, the desire for more time to do more of the activities, and requests for supplemental reading list for students.

Teacher Questionnaire: Dissemination

Teacher reactions and comments regarding dissemination of the Indians of Virginia materials are summarized on Chart V.

CHART V
Teacher Perceptions: Dissemination

N = 7	PERCENTAGES				
	Always	Usually	Sometimes	Seldom	Not Apply
20. The unit provided knowledge not usually taught in Virginia studies.	29%	43%	14%	0	14%
21. Teachers using the unit for the first time will need extensive in-service training.	0	0	14%	86%	0
22. Reactions of parents to the pilot unit were favorable.	57%	43%	0	0	0
23. Reactions of administrators to the pilot unit were favorable.	57%	43%	0	0	0

24. Assuming a brief, in-service training will be provided for teachers using the revised unit, what suggestions do you have for an in-service program? For example, what kind of information regarding the content, student activities, etc. would have helped you in teaching the unit?

4 - "The way the book is written, there is no need for in-service training."

2 - Provide areas of focus for those with limited time.

1 - In-service should consist of hands-on activities that a teacher could use such as Indian dances, customs, games.

Seventy-two percent of the pilot teachers stated that the materials always or usually provided knowledge typically not taught in Virginia studies. However, eighty-six percent of the teachers felt extensive in-service training was unnecessary while fourteen percent thought extensive in-service training would sometimes be necessary. All of the teachers said parent and administrator reactions to the pilot materials were always or usually favorable.

When asked about the need for a brief, in-service training program, most pilot teachers felt this would be unnecessary. Two suggestions made for such a program, if provided, were to provide a focus for teachers with limited instructional time and allow the teacher to experience hands-on activities which could be used later in instruction such as Indian dances, customs, games.

FINDINGS: STORY OF VIRGINIA, 1607-1850

The findings from the pilot testing of the Story of Virginia, 1607-1850 are presented as follows: demographic data of the pilot sites (Chart V), responses of the students (Chart VI), and responses of the teachers. Teacher responses are analyzed by topic: perceptions of student reactions (Chart VII), teacher reactions to using the materials (Chart VIII), and dissemination (Chart IX).

The Story of Virginia, 1607-1850 unit was piloted with students with a wide range of general achievement levels. Approximately fifty percent of the students were perceived by teachers as average achievers, 33% as high achievers and 17% as low achievers. The pilot teachers had a wide range of previous experience in teaching Virginia studies. Three teachers (50%) had no previous teaching experience in Virginia studies; two teachers (33%) had over five years of teaching experience in Virginia studies; and one teacher (17%) had one year of teaching Virginia studies.

CHART V

DEMOGRAPHIC DATA: TEACHER EXPERIENCE AND UNIT USAGE

General achievement level of students in pilot classroom

1 low achievement

3 average achievement

2 high achievement

Number of years you have previously taught Virginia studies

3 none

1 1-2 years

___ 3-5 years

2 over 5 years

Average hours per week of instruction usually used for this unit

___ 1 hour

___ 2 hours

4 3 hours

2 4 hours

___ 5 hours

___ over 5 hours

Number of weeks of instruction usually used for this unit

___ 1-3 weeks

___ 4-6 weeks

1 7-9 weeks

1 10-12 weeks

1 12-14 weeks

3 if over 14 weeks state number of weeks

All of the teachers used the unit on the average of three or four hours per week. The number of weeks used for instruction of the unit varied: three teachers (50%) used the unit in varying number of weeks from seven to fourteen weeks and three teachers (50%) used the unit over fourteen weeks. Inspection of the data suggested that the teachers took a longer instructional time with students perceived as slow and average achievers.

Student Questionnaire

The student questionnaire obtained general reactions to the unit. The results of the five closed-response questions and the one open-response question are presented on the following page.

Ninty percent of the students stated they "learned a lot" from the unit. Thirty-nine percent of the students said the booklet was "always" easy to read and sixty-one percent of the students said the unit was "sometimes" easy to read. Eighty percent of the students "always" liked the activities of the unit. No students said the unit was "never" easy to read, enjoyed the activities or had fun learning from the unit. Ninty-five percent of the students stated that they were proud of their state now that they knew more about Virginia. The most frequent remarks about the booklet were: 1) interesting and enjoyed the unit, 2) liked the combination of plays, letters, newspapers and learning about the people of Virginia, and 3) would like to learn more.

Teacher Questionnaire: Perceptions of Student Reactions

Teacher perceptions of student reactions to the unit are found in Chart VII.

CHART VI

STUDENT QUESTIONNARIE

N = 44	YES	SOME	NO
1. I learned a lot from this unit.	90%	10%	0

N = 44	ALWAYS	SOMETIMES	NEVER
2. This unit was easy for me to read.	39%	61%	0
3. I liked the activities in this unit.	80%	20%	0
4. I had fun learning from this unit.	84%	16%	0

N = 44	YES	SOME	NO
5. I am proud of my State now that I know more about Virginia.	95%	5%	

N = 44	Total Number of Comments
I felt this unit was:	
33 - "interesting", "enjoyed", "liked the book and activities"	
15 - liked the combination of plays, letters, newspapers and learning about the people of Virginia	
12 - learned a lot and wanted to learn more "Very interesting because I hadn't dreamed any history book could be fun to read."	

CHART VII

TEACHER QUESTIONNAIRE: PERCEPTIONS OF STUDENT REACTIONS

N = 6

Student Reactions	Always	Usually	Sometimes	Seldom	Not Apply
1. Students found this unit interesting	0	100%	0	0	0
2. Students increased their basic factual knowledge of this topic.	83%	17%	0	0	0
3. The reading level of the booklet was appropriate for the students.	34%	17%	34%	17%	0
4. Students enjoyed the activities of this unit.	17%	67%	17%	0	0
5. The multi-media materials (i.e., materials other than booklet) enhanced student learning.	17%	17%	17%	0	50%
6. Students increased their understanding of the following social studies concepts or themes with this unit:					
a. change/stability	50%	34%	17%	0	0
b. interdependence	67%	34%	0	0	0
c. culture	50%	50%	0	0	0
d. tradition	50%	50%	0	0	0
7. Students developed the following social studies skills with this unit:					
a. make and interpret maps and globes	50%	0	17%	0	34%
b. make and interpret charts, graphs, and pictorial materials	50%	0	17%	0	34%
c. chronology and time skills	67%	34%	0	0	0
d. locate and gather information	0	83%	17%	0	0
e. identify and analyze problems	0	67%	34%	0	0
f. select and defend positions	0	83%	0	17%	0
g. recognize different points of view	17%	67%	17%	0	0
h. evaluate information	0	83%	0	17%	0
i. make hypotheses, inferences	0	67%	17%	17%	0

TEACHER QUESTIONNAIRE (CONTINUED)

8. The general reactions of the students were: (examples are quoted)

7 - Students were interested and enjoyed the activities.
Students liked the format - the numerous "plays, rarely made so plentiful in other texts. This gave. . . more opportunity to convey feelings of those living in 1607-1850."
Students enjoyed the things they could actively participate in.

3 - Students were eager to find out more and "wanted to use 'The Virginia Book' every day!"
"It isn't often that you find a class that would rather do social studies than any other subject."

2 - Students found interesting "tidbits of information" not usually found in other texts.

1 - "The readability for low achievers was difficult but students could still learn because of the way it was presented."

Teachers perceived that one hundred percent of the students usually found the unit interesting and eighty-four percent of the pupils enjoyed the activities. All students always or usually increased their basic factual knowledge.

Teachers reported thirty-four percent of the students always found the reading level appropriate while fifty-one percent usually or sometimes found the reading level appropriate. These perceptions correlate with the demographic data on general student achievement of the pilot sites. Most teachers reported that the multi-media materials were not crucial in the learning process.

Four concepts or themes had been identified for the fourth grade Virginia studies program. In this unit, one hundred percent of the students always or usually increased their understanding of the concepts of "inter-dependence", "culture" and "tradition." Eighty-four percent of the students always or usually increased their understanding of 'change/stability" and seventeen percent of the students sometimes increased their understanding.

Teachers perceived that all students always or usually developed chronology and time skills and eighty-four percent of the students always or usually developed skills in recognizing different points of view. Eighty-three percent of the pupils usually developed skills in locating and gathering information, selecting and defending positions, and evaluating information. All of the students usually or sometimes identified and analyzed problems and eighty-four percent usually or sometimes developed skills in making hypotheses and inferences. Teachers felt fifty percent of the students always increased in map skills and interpreting charts, graphs, etc. However, thirty-four percent of the teachers did not feel these skills were crucial to this unit.

Teachers reported that the general reactions of the students were very favorable to a unit devoted to history, a subject which is often viewed as boring. Students enjoyed the activities, liked the formats of using numerous kinds of literature and the focus on the people of Virginia.

Teacher Questionnaire: Teacher Reactions

Teacher reactions regarding the ease of using and teaching with the Story of Virginia, 1607-1850 materials are summarized in Chart VIII.

The Teacher's Edition was very useful for the pilot teachers. Eighty-three percent of the teachers found the "Overview," "Objectives," "Concepts," "Vocabulary," and "Skills" were always useful in making instructional decisions and seventeen percent found these aids were usually useful. All of the teachers stated "Guiding the Reading and Learning" was always or usually useful in planning. All teachers stated that the background information was always or usually sufficient.

All teachers usually or sometimes found the student activities useful and that the suggested optional activities usually increased student learning. Fifty percent of the teachers found teacher-made supplementary activities were always necessary. However, thirty-four percent of the teachers stated teacher-made supplementary activities were sometimes necessary and seventeen percent of the teachers said they were seldom necessary. These differences may be reflecting that experience teachers felt it necessary to supplement with more traditional historical outlines, lists of dates, summaries of causes and effects, lists of boders, etc.

All pilot teachers reported that the unit could always or usually be adopted to his/her style of teaching. Pilot teachers varied in the amount of preparation time required and no patterns could be found in the responses.

CHART VIII
TEACHER REACTIONS TO USING THE MATERIALS

N = 6

	PERCENTAGES				
	Always	Usually	Sometimes	Seldom	Not Apply
9. The "Overview," "Objectives," "Concepts," "Vocabulary," and "Skills" were useful in making instructional decisions.	83%	17%	0	0	0
10. "Guiding the Reading and Learning" was useful for planning lessons.	83%	17%	0	0	0
11. Sufficient backgroudn information was provided for teacher understanding.	34%	67%	0	0	0
12. Student activities such as "Try These" and "Things to Think About" were useful for student learning.	0	83%	17%	0	0
13. Suggested "Optional" activities or "Find Out More" increased student learning.	0	50%	34%	17%	0
14. Teacher-made supplementary activities were necessary for student learning.	50%	0	34%	17%	0
15. The unit required more than the usual amount of teacher preparation time.	0	34%	34%	34%	0
16. The unit could be adapted to my style of teaching.	34%	67%	0	0	0
17. The multi-media materials were easy to manage with students.	0	50%	0	0	50%
18. The multi-media materials were easy to store.	0	17%	17%	17%	50%

TEACHER REACTIONS TO USING THE MATERIALS (CONTINUED)

19. My general reactions to the unit are: (Examples are quoted)

6 - Teacher Background Information

-"Information is sufficient for experienced teacher, but it may not be for a novice."
-"It was easy to teach; the background material was particularly informative."
-"I personally enjoyed teaching the Story of Virginia. I feel the layout and sequential development of the book was well done. Not having ever had Virginia history, I found the background information and overview very helpful."
-For more in-depth information, I would supplement with an old Virginia history textbook.

4 - Method of Presenting History

-"I truly enjoyed teaching this unit. The way in which the history of Virginia was introduced was colorful and interesting. The teacher's edition was clear and easy to follow."
-"The unit is excellent, first in the variety of ways in which history is presented rather than the same humdrum chapters."

3 - Relating to other Subjects

-"I try to intertwine my subjects while teaching. I feel it gives more meaning to everything I touch."
-"The information can easily and should be correlated to other subject areas. For example: Language Arts, Math."

4 - Suggestions

-"I needed to provide basic information when it was presented as plays, newspaper articles, letters, historical reports and picture chapters. I developed dittos to provide basic outline of the cause, battles, generals of the Revolutionary War, etc."
-"I recommend that the book should include more review type exercises whether they be cross-word puzzles, file ins, map work, etc. Student work through the use of the book can be evaluated in many different ways: projects, discussions, etc."

Most of the teachers did not feel that managing and storing multi-media materials were a problem.

Teachers wrote very positive comments with a few suggestions in the open response question. The most frequent comments were that the background information was sufficient for this method of presenting history. Both teachers and students found the use of historical literature an interesting way to experience history and to learn social studies skills. Teachers found the subject could easily be correlated to other subjects. Suggestions were to provide more typical review exercises, basic information, and basic timelines simultaneously with the literary approach.

Teacher Questionnaire: Dissemination

Teacher reactions and comments regarding dissemination of the Story of Virginia, 1607-1850 are summarized in Chart IX.

Fifty percent of the pilot teachers stated that the materials always/usually provided knowledge not typically taught in Virginia studies and fifty percent of the pilot teachers stated that the materials sometimes/seldom provided knowledge not typically taught in Virginia studies. Sixty-seven percent of the teachers felt extensive in-service training was unnecessary although thirty-four percent of the pilot teachers thought it was necessary. All of the teachers said parent and administrator reactions to the pilot materials were always or usually favorable.

When asked about the need for a brief in-service training program, most pilot teachers felt it was unnecessary. However, if in-service training was provided, the focus suggested was on the importance of the activities and demonstrations of the activities.

CHART IX
TEACHER PERCEPTIONS: DISSEMINATION

N = 6

	PERCENTAGES				
	Always	Usually	Sometimes	Seldom	Not Apply
20. The unit provided knowledge not usually taught in Virginia studies.	17%	34%	34%	17%	0
21. Teachers using the unit for the first time will need extensive in-service training.	34%	0	0	67%	0
22. Reactions of parents to the pilot unit were favorable.	50%	50%	0	0	0
23. Reactions of administrators to the pilot unit were favorable.	67%	0	0	0	34%

24. Assuming a brief, in-service training will be provided for teachers using the revised unit, what suggestions do you have for an in-service program? For example, what kind of information regarding the content, student activities, etc. would have helped you in teaching the unit?

4 - No in-service training is needed.

-"I think any competent teacher can take this material and use it successfully as a springboard and meet the needs of any group of students. Care would have to be taken to adopt learning experiences to students' interests and ability."

4 - If an in-service training was held, it should focus on
-"contest only"
-demonstrations of activities
-pointing out that the information can easily be correlated to other subject areas and skills

-"If an in-service were conducted, stress the importance of the student activities which accompany the unit. The book offers a variety of ideas and with a little imagination teachers and students can come up with many more. From my experience with the book, the more the children do, the more they'll learn and remember."

1 - "If adopted county-wide, have a team identify the resources: field trips, persons, craftsmen, films, book lists, etc."

SUMMARY

The Indians of Virginia and Story of Virginia, 1607-1850 was piloted in fall and winter of 1980-81 in thirteen pilot sites representative of Virginia in terms of social-economic status, racial composition, urban-suburban-rural composition and geographic location. General student achievement in the thirteen pilot classrooms was similar to a normal curve: two teachers perceived their students as low achievers; eight teachers perceived their students as average achievers; and three teachers perceived their students as above average achievers. Teacher experience in Virginia studies instruction varied. Six teachers had never taught Virginia studies and five teachers had taught Virginia studies for over five years. Teachers recieved an orientation to the project, but not an in-service training program.

The amount of teacher usage of the units varied. Teachers used the Indians of Virginia on the average of two or three hours per week for three to nine weeks (3 teachers), 10-12 weeks (2 teachers) or 12-14 weeks (2 teachers). Teachers used the Story of Virginia, 1607-1850 on the average of three or four hours per week for nine to fourteen weeks (3 teachers) or over fourteen weeks (3 teachers).

The random sample of student responses confirm the findings of the teacher questionnaire. Students using the Indians of Virginia stated that they "learned a lot" (93%) and "had fun in learning" (97%) and were "proud of my state now that I know more about Virginia" (92%). Students using the Story of Virginia, 1607-1850 "learned a lot" (90%), "had fun in learning" (84%) and were "proud of my state now that I know more about Virginia" (95%). Students piloting both units stated a desire for more time to pursue topics in depth or to do other instructional activities.

The teacher questionnaire results are summarized below by major topics.

1. Student Basic Knowledge

Teachers reported that 57% of students "always" increased their basic knowledge of Virginian Indians and the other students "usually" increased their knowledge. Seventy-two percent of the teachers felt the Indians of Virginia "always" or "usually" provided knowledge not usually taught in Virginia studies. Teachers reported that 83% of the students "always" increased their basic knowledge of the pre-Civil War history of Virginia and the other students "usually" increased their knowledge. Fifty-one percent of the teachers felt the Story of Virginia "always" or "usually" provided knowledge not usually taught in Virginia studies.

2. Conceptual Development

Four concepts were identified as major concepts for the fourth grade curriculum: 1) change/stability, 2) interdependence, 3) culture, and 4) tradition. Teachers reported that students piloting the Indians of Virginia "always" or "usually" increased their understanding of culture (100%), tradition (100%), interdependence (85%) and change/stability (71%). Teachers stated that students using the Story of Virginia, 1607-1850 "always" or "usually" increased their understanding of interdependence (100%), culture (100%), tradition (100%) and change/stability (84%).

3. Skill Development

Nine general skill areas were identified as major social studies skills for the fourth grade curriculum. Teachers reported that in using the Indians of Virginia booklet, students "always" or "usually" learned to 1) identify and analyze problems (100%), 2) recognize different points of view (100%),

3) locate and gather information (86%), 4) select and defend positions (86%), 5) evaluate information (86%), 6) make hypotheses, inferences (86%), 7) make and interpret maps and globes (57%), 8) chronology and time skills (43%), and 9) make and interpret charts, graphs, and pictorial materials (29%). Teachers reported that in using the Story of Virginia, 1607-1850 booklet, students "always" or "usually" learned to 1) use chronology and time skills (100%), 2) recognize different points of view (84%), 3) locate and gather information (83%), 4) select and defend positions (83%), 5) evaluate information (83%), 6) identify and analyze problems (67%), 7) make hypotheses, inferences (67%), 8) make and interpret maps and globes (50%), and 9) make and interpret charts, graphs, and pictorial materials (50%). It appears that those skills most appropriate for the factual content and the particular social science, i.e., history, sociology, political science, economics, anthropology, etc. emphasis in a booklet were developed.

4. Teachability

"Teachability" refers to the ease which a teacher can use the materials to enhance student learning. Teachers reported that the Teacher's Edition was very useful. Instructional aids such as the "Overview," "Objectives," "Concepts," "Vocabulary," "Skills," "Guiding the Reading and Learning," "Try These" and "Things to Think About," and the "Optional" activities or "Find Out More" were "always" or "usually" useful. More teachers stated that the background information for Story of Virginia, 1607-1850 was always more sufficient than the background information for the Indians of Virginia. This probably reflects that most teachers are more familiar with a historical approach to Virginia's well known Colonial period than the cultural emphasis in the study of Indians. Both booklets provided such a variety of instructional aids and suggestions, that as one teacher wrote, any competent teacher could easily use the materials

to meet the needs of his/her students. All teachers reported that they could adopt both units to their style of teaching.

The pilot teachers differed in their reactions to the Indians of Virginia and the Story of Virginia, 1607-1850 in two areas. Teachers stated that the Indians of Virginia did not require more than their usual preparation time and teacher-made materials were only sometimes necessary. Teachers differed in their responses that the Story of Virginia, 1607-1850 required more than their usual preparation time (34% - "usually," 34% - "sometimes," and 34% - "seldom"). Fifty percent of the teachers stated that they "always" had to provide supplemental materials whereas 34% stated they "sometimes" provided supplemental materials. The open responses seem to indicate that some teachers felt it necessary to provide factual review of outlines of major events, dates, places and persons and summaries of causes and consequences. Some teachers provided more typical review questions with these dittoes.

5. Student Reactions

Teachers consistently reported that students enjoyed the activities of these units and found these units interesting. Teachers commented on the overall positive reactions of students -- the desire to learn more through inquiry, looking forward to social studies class, and requests to spend more time on various topics. The students particularly enjoyed the variety of activities in the Indian unit. Students especially enjoyed the "historical fiction" approach with the variety of literary historical sources in the Story of Virginia, 1607-1850. This enabled the students to learn about the people of Virginia.

6. Dissemination and In-Service Training

Teachers reported that the reactions of parents and administrators were "always" or "usually" favorable to the pilot unit. Eighty-six percent of the

pilot teachers stated that teachers using the unit for the first time would "seldom" need extensive in-service training for the Indians of Virginia and 67% of the pilot teachers had similar opinions for the Story of Virginia, 1607-1850.

If a brief in-service training program was held, the pilot teachers of both units had similar suggestions. In-service training should consist of emphasizing the importance of the student activities in this approach to teaching social studies and provide the teacher with experiences or hands-on activities readily usable with his/her students. In addition, specific suggestions should be given to aid the teacher in selecting activities and content when instructional time is limited. However, the possible integration of the materials with other subjects should be noted. If the materials were adopted on a division-wide basis, teachers could develop a list of local resources, i.e., field trips, speakers, films, books, etc.

In addition, teacher comments were extremely positive about the pilot materials. Teachers wanted to see the units become an integral part of the fourth grade Virginia studies curriculum. They recognized that, with minor revisions, each unit provided factual information necessary for fourth graders to know and feel proud about their native state and supplied the instructional strategies to develop students' social studies skills and concepts.

CHAPTER IV

THE VIRGINIA STUDIES CURRICULUM DEVELOPMENT CYCLE: A POTENTIAL MODEL

The project Proposal anticipated two types of 'exportable' products beyond the actual Virginia Studies materials. It was stated that the curriculum development cycle developed for evolving these materials might provide "local school systems models for the development of instructional materials. . . and (models) for states or other educational agencies which may be seeking procedural models for developing similar instructional materials or related projects" (Proposal, pp. 41-42).

Also, since evaluation research is expected to contribute to improved planning and management of the current and future projects (Rutman, 1977), it is important to consider the question of the viability of planning and management in relation of further projects. Therefore, the purpose of this chapter is to assess the potential of the curriculum development process used in this project for similar projects.

There were several unique aspects to the curriculum development process suggested in the Proposal, a) interagency cooperative planning, and b) a major role for teachers in writing process. These steps were to assure that materials would be responsive to state and local needs. The Proposal also recommended that curriculum specialists, consultants, and state studies (content) reviewers participate in the curriculum development process to assure materials would have pedagogical and academic integrity.

The planned curriculum development cycle (see Figure 2) was not a pre-planned step-by-step process. It was recognized that flexibility would be needed if input from piloting teachers, interagency advisors, and reviewers

around the state were to be incorporated. Thus, as pointed out in the 1979-80 Evaluation Report:

> Unit Development procedures or what was essentially the curriculum development process did not proceed in sequential steps, but in a cyclic manner. Skills, concepts and attitudes were listed by teachers in the summer workshop along with themes and instructional strategies. The list of Unit Development Procedures simply clarifies what steps were taken and the priority of these steps. Priority of content was appropriate given the purpose of the curriculum (i.e., to teach about Virginia) and the responsive curriculum process. (pp. 44-45)

Thus, while twenty steps for a Unit Development Procedure (see Appendix) were in fact listed sequentially -- the variety of sources of input into all aspects of the curriculum and the committment to a responsive model of development -- resulted in a cyclic model. Input (although this would result in minor changes) was constantly being solicited from "significant others" even when the Project was in the final stages. This is indicated in the April, 1981 field notes:

> (OBS / This group, convened by the Department of Education to review available fourth grade Virginia Studies materials was presented an overview of the Virginia Studies Program by the Director. He ended his presentation by indicating that since final drafts were not yet at the printers, he was open to suggested changes.) (4/81)

In this review of the cyclic responsive curriculum development process as viable model for other schools or agencies, the value of components (P.P.C., T.P.C., etc) and the steps followed by the components will be considered, in relation to the two unique aspects of the Project: interagency planning and teacher involvement. Both the components and the curriculum process steps have been described in Chapter I.

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Interagency Cooperation

As initially conceived, (Proposal), cooperation was to be sought from state, local and private agencies. The role of agencies was reconsidered early as these Director's comments in the 1979 Evaluation Report indicates.

> "The Consultants cautioned us about moving too quickly in seeking assistance from state agencies and businesses . . .(and). . . advised us to clarify our objectives and have an organized format to present. . ." The Consultants explained that one danger of going to businesses or agencies first would be that the project could become too single concept (their example: business) oriented without a plan to provide a "fair composition." (Director's Log, 8/7/79)

Thus, the advisory board or P.P.C., was formed to include state, university, and public school administrative, supervisory and teaching personnel. Individual letters requesting input/help were sent to other agencies (see Appendix).

State agencies provided a wide variety of input in the form of help with developing maps, actual writing, and needed expertise/advice. Specific help was recognized in a Director's letter to the P.P.C.:

> The project staff is continuing the revision of Geography & Resources of Virginia. Tim Tignor, President of VAEE, Division of Forestry, graciously accepted my offer to write, without compensation, the section on forestry and wildlife in the forthcoming edition of Geography & Resources of Virginia. This book is scheduled for printing on October 6, 1980. Delivery of the final edition is expected on November 7, 1980.
>
> Aubrey Shelton of the Department of Highways and Transportation is continuing his fine work on maps for the revised edition of Geography & Resources of Virginia.
>
> The Division of Mineral Resources continues their development of a Rock & Mineral Sample Kit. The revised edition of Geography & Resources of Virginia includes information on many of these "samples." (8/13/80)

The Division of Mineral Resources as noted in a June, 1981 press release, is in fact, making the mineral kit available to schools (see Appendix).

The impact of this help was expected to have broader implications. The Director explained that "their cooperation gave a state-wide image (to the Virginia Studies Program) and this effect should be felt during dissemination." The state-wide image was also viewed as facilitated by the P.P.C. as noted in the June field notes.

> The Director noted that the P.P.C. input not only led to "sharper, more defined decision making, but broadened the credibility of the Project by showing that decisions were made on advice from numerous sources. If the project were to be done again, the Director added, some form of the P.P.C. would be used as an advisory board." (6/81)

The Director was asked if he would suggest any changes in this interagency model. The only change suggested was a strengthening of ties with the state social studies educational agency since as the Director noted, "greater input leads to a greater sense of ownership." It was also suggested that the liaisons between state and local agencies have a wide-base and not depend upon a single person; in this way the project cooperation can function in terms of the project's own merits and not in terms of individuals. The fact that the P.P.C. included two State Education Agencies (SEA) liaisons and a Local Educational Agency (LEA) member with lind in the form of the P.P.C. and the Project Director was important in broadening the base for interaction.

Thus, interagency cooperation was viewed as contributing not only to the current Virginia Studies product but the potential acceptance and use of that product.

The value of having the project reside in a local education agency might also be considered. The Director may have gained flexibility and greater freedom of action by not having to respond to pre-existing guidelines defining operation of any state or local agency and at the same time was able to draw upon the considerable resources of both agencies.

The Director was in effect working within an ad hoc interagency structure and his ability to work cooperatively with both agencies was crucial to the success of the project. The project Director was supported by both agencies in this interagency structure as his own role evolved (see 1978-79 Evaluation Report) from writer to manager to a leadership through consensus mode.

The Teacher Planning Council

Teachers were initially viewed as the potential writers of the Virginia Studies materials. State-wide teacher input was solicited in two summer workshops, where, as the Director noted in a cumulative interview:

> We got ideas of the kinds of things teachers would like to see in the materials. We were exposed to their point of view. They represented the best thinking of their counties (6/81) and this input was also respected early on as indicated, in a Director's letter to the P.P.C. on July 20, 1979. . .
>
> It has been a productive summer! The summer workshop ended July 6, 1979. Twelve teachers from seven school divisions worked diligently to produce one material for two fourth grade units. . . The Curriculum Specialists and I were pleased with the results. . . (7/20/79)

However, it was found that teachers could not act as part-time writers. The time and support needed to provide a teacher writing team was great. Monies were not available for this. Thus, the teacher writing team played an increasing smaller role and teacher reviewers a larger role. This role as reviewers was also a function of time indicated in the 1979-80 Evaluation Report:

> The teachers' role at this phase (Phase II) may have been less than planned, since taking teachers' time from their regular class responsibilities was a concern. In the May interviews, teachers indicated that had more time been available, as in the summer, more in-depth research and review from teachers would have been possible. (5/3/80)

One teacher was selected to be the full-time Principal Writer. This approach was successful since this writer had the input from a group of state-wide representative teachers, local and state piloting teachers and students, and reviewers and consultants. However, it was recommended that this aspect (teacher-writer) of the curriculum development model be adapted. The Director noted, "I would probably not suggest using a classroom teacher as a Principal Writer -- we 'lucked out' in that Sharon Adams was gifted." (6/81)

The teacher workshops were considered viable. These workshops, as the Director and Principal Writer indicated, enabled them to determine 'teacher needs'; 'to pick their brains', to try out different formats and helped determine "that we needed written materials."

The recognition of limits on the role of teachers resulted in a different approach to the seventh grade Virginia Studies materials. Field notes describe this decision.

> The time needed for research and limitations on available teacher-time led to the decision to contract out units where scholarships of high claiber would insure the integrity of materials. The Director noted that scholars from Mary Washington University were being asked to work on two 7th grade units and to furnish content, instructional strategies, activities, teacher guide and specifications for related instructional tools. Continuity would be somewhat assured by providing input on format and objectives. A scholar from Virginia State University is being sought for the unit on Slavery, War and Rebuilding the Old Dominion. (5/16/80)

The final seventh grade writing team would, as an 8/13/80 status report from the Director noted, consisted of seven writers headed by an editor from Norfolk State University.

Thus, while both unique aspects of the model are recommended it is suggested that one play a larger role (interagency) and one either play a smaller role (teacher) or be given greater support (time and consultant) for playing that role.

Piloting

Two other aspects of the curriculum development process played a large role in the development of the final product: Piloting and the responsive curriculum development model.

These components interact, i.e., the piloting was part of the responsive model. Materials for student/teacher use are rarely developed without piloting but piloting is inevitably expensive in time and cost.

The VSP piloting took a great deal of time and expense, but this step was seen as invaluable by both the Director and Principal Writer. The Director in a June 1981 interview indicated that the piloting was seen as soliciting state-wide input and as providing needed testing of materials by the diverse intended audience. Further value was described in the final June 1981 interview:

> The Director indicated that the state-wide piloting was received favorably by the state department since it showed the state-wide emphasis. On a practical level, the Principal Writer explained, "It was needed since many comments from piloting teachers were idiosyncratic to that area." This (besides the positive reviews) was often the most gratifying aspects of the piloting. (6/81)

The value of the piloting must also be considered in relation to the input provided, and the mistakes avoided. This value is clarified in Chapter III: Piloting.

The Responsive/Flexible Model

There were two aspects to the responsive model a) lack of a rigid curriculum model; and b) continuous openness to outside input. These two factors went hand-in-hand as noted in the 1979-80 Evaluation Report:

> The reason that a curriculum does not develop in a clear sequential and rational manner is partly because "significant others have to be accommodated and partly because goals inevitably change as projects progress. Thus, the steps described here did not necessarily take place in a clearly separated sequence. (p. 60)

Throughout the project, input from a variety of sources was constantly solicited. The P.P.C. was valued because it provided an interagency forum and broadened the range of input as P.P.C. members were seeking input from other individuals and agencies. This consistent responsiveness to outside input was stressed, as field notes from a P.P.C. meeting indicate:

> Participants suggested that in refining and selecting for emphasis specific content consideration be given to certain professional and public information, specifically; the Social Studies SRA tests, results of a state survey of educators, results of the public hearings on House Joint Resolution #60 on teaching Virginia history and government, and state and national social studies guidelines. Comments at the hearings on Joint House Resolution #60, attended by one member, indicated that the public felt Virginia Social Studies meant history but there were calls for including geography, economics, industry and natural resources. (5/30/80)

The evolving curriculum process is also seen as viable as noted in the 1979-80 Evaluation Report:

> The lack of an articulated curriculum process and the apparent desire to allow the process to "emerge" are approaches best understood by clarifying the nature of curriculum development. Curriculum experts and observers (MacDonald, Kelly, Acland) view curriculum development as a highly complex, dynamic constantly changing process. In fact, curriculum as "a tidy or completely rational and technical process" is described by MacDonald in The Curriculum: Retrospect and Prospect (p. 111) as a "myth" and by Acland in American Education Research Journal as a "fantasy" (p.60).

It would seem that the materials themselves (see Chapter II, III) speak to the success of the process. The curriculum process would need to be open and planned by participants in relation to a) their expertise, b) feedback from potential 'users' and c) significant others--if materials are to be adopted and used. This is reflected in comments made by the curriculum consultant in a final June interview:

> "The interesting thing is that in a way this (process) was very informal. It wasn't as structured as most curriculum projects. This was partly by design, partly because I felt the need was different. Where some curriculum projects followed a (structured) model, they ended up on the shelf. For example, "Man: A Course of Study." It is not widely used and is very controversial. The Minnesota materials are excellent and well thought-out but are not used because teachers don't understand them." (6/81)

The interagency model, use of teachers, and responsive curriculum process, and piloting were then viewed as vital components in reaching project goals.

SUMMARY

As Unruh points in Responsive Curriculum Development, a curriculum process appropriate for one setting may be inappropriate for another. Unruh recommends that one not build a curriculum process around linear model or single principle (p. 75). This VSP curriculum model would also seem to suggest that it is important that a process be allowed flexibility to evolve. Thus, this curriculum development process might be seen as a potential framework, not a set model. While each step and each component employed in the VSP was seen as needed and valued, other agencies depending on the scope and goals of their project would have to adapt the model.

Three dangers initially speculated upon by a P.P.C. member might be considered in adapting the VSP model. This P.P.C. member recalled these dangers expressed as potential (mis) statements:

1) If it's good enough for us (LEA), it is good enough for the state,
2) If I personally can't do it, it's not worth doing,
3) We can ignore the political environment in the state.

These dangers were avoided with the VSP model by keeping a state-wide focus (interagency model), drawing into the Project people from varied backgrounds

according to the expertise and experience needed, and soliciting and responding to state-wide input (via use of the interagency model and piloting). It would seem that future curriculum developers would do well to consider the VSP model, these potential dangers and plan accordingly.

CHAPTER V

DISSEMINATION OF SAMPLE MATERIALS AND ESTABLISHING A MECHANISM FOR CONTINUOUS AVAILABILITY OF THE MATERIALS

The Commonwealth Studies Project, as proposed and funded, had two dissemination goals: 1) to distribute a sample set of materials to each school division in the state of Virginia and 2) to establish or identify a mechanism for the continuous availability of the materials. Although these dissemination goals influenced certain decisions in Phase I Planning and Phase II Development and Piloting, they became areas of major activity during the third project year. Abstract goals were transformed into realistic and attainable objectives through interagency planning and cooperation.

This chapter describes and analyzes the project dissemination goals, the complexity of the dissemination issues and the initial exploration of alternatives. The copyright priviledge was investigated and resolved. Production and dissemination of sample sets of materials and actions to establish a state dissemination mechanism are also summarized and evaluated.

Project Dissemination Goals and the Complexity of the Dissemination Issues

Dissemination goals were specified in the Title IV-C proposal and reaffirmed by the project participants in Phase I Planning. The major purpose of the project was to develop basal Virginia studies materials and to provide each school division with a sample set of materials. Further, the project was to identify or develop a mechanism for the continuous availability of the materials. Unlike many projects, the emphasis on state-wide basal materials, state-wide teachability, and state-wide dissemination was important from the initial conception of the project to the development and piloting of the materials.

The Project Planning Council (PPC) was called together on August 8, 1981, to discuss several options for state-wide dissemination, the advantages and disadvantages of each option and the information needed for selection of an option. The Project Director had previously identified the first four options and the PPC suggested the remaining four possibilities. Below are the summary notes of the PPC discussion.

The agenda of the meeting focused on the dissemination problem. Four options were to be discussed and additional options to be suggested. Below are the four options identified by the Project Director and those which were suggested in the meeting.

1. Establish a non-profit corporation or proprietorship to handle pre-ordering, publishing and distribution of materials as they are ready. The difficulty is the lack of initial funding which is needed for the non-profit organization to "start up" this service. It may also be interpreted as an attempt to perpetuate employment of the project staff.

2. Locate a commercial publisher to print, sell and distribute materials. Problems identified with this alternative were updating the materials, copyright issues, and the need for in-service training. However, as one PPC member pointed out, the textbook orientation of the materials would require less in-service training. Other issues were that a publisher may not consider all the materials relevant and may not promote the materials fully. PPC felt it was time to get an estimate and seriously explore this option.

3. Solicit pre-orders and have the project or school system print to fill orders. The problems were that even a printer needed basic funds committed to the venture before the pre-orders would be taken. Pre-ordering required a stated price and the price would vary greatly depending upon the numbers of sets of materials ordered. Project staff would have to serve as "super salesmen" to get the pre-orders.

4. Apply for funds through state or federal grants to print, sell, and distribute materials. A list of private foundations in the state and nation was passed out. Title IV-C permission would be necessary. There is also the difficulty of the time sequence - the application period and the risk of denial of proposal. A possible funding organization may be Curriculum Development Associates of Washington, D.C.

5. Funding through Title IV-C (consider fourth year, adapter/adopter grants, etc.). At an earlier time in the meeting, the Director

had said, "I don't see any additional bucks from any sources." One suggestion was for an IV-C adopter grant with $10,000 for every school system to buy materials. This would require a specific evaluation design planned from the first project year and a time log for the project approved for national diffusion first. However, the need may be so visible for the materials that state validation may be possible, regardless of the evaluation design.

6. Turn project materials over to an existing non-profit corporation, historical society, etc. Concerns were whether they would provide this service and the necessity for an editorial policy.

7. Give materials and "copyright" to the Department of Education. The SEA liaison felt this alternative would depend on how "verbal" the advocate was. The department is aware of the Roanoke and Fairfax materials. Another SEA liaison was concerned that a state department committee might "cut and paste" the materials or combine them with other existing materials. Resources and planning would be necessary. Also problems of providing appropriate credit to the writers, projects and Divisions were recognized.

8. Investigate the possibility of an in-school mechanism such as Vocational Technical Centers doing the printing, storage, and distribution. (8/8)

Also discussed were factors which might effect the choice of a dissemination mechanism. These were summarized below in the field notes.

Other issues which were mentioned as possibly effecting the choice of a dissemination mechanism were: 1) the Fairfax text (not the kit) has been bought by four school divisions; 2) a Pennsylvania publishing company is interested in publishing in a social studies market; 3) the low visibility of the Commonwealth Studies program in contrast to Roanoke and Fairfax materials; 4) completion of the fourth grade curriculum will not be until December, 1980; and 5) the seventh grade curriculum will not be in "photo ready" stage until June, 1981; and 6) whether to market the curriculum as a set (all three texts with the multi-media materials) or allow a choice in selection of units. This last issue was discussed at length and PPC members were asked their preferences. Almost all preferred the entire curriculum to remain as a set or "package" (books and maps) but recognized that the need to replace parts might be uncontrollable. (8/8)

Finally, the Director asked for the preferences of the PPC members among the eight options. Although PPC members made different choices for a dissemination mechanism, no one option could be decided until further information was gathered. The criteria for an acceptable dissemination mechanism emerged from the discussion. The criteria were a) need for a long term committment of the distributor to continue to supply the materials, b) provision for some degree of in-service training, c) a willingness to publish all materials as a set (all books, maps, films, etc.) and d) facilities to market and publicize the curriculum.

The PPC meeting ended with a re-affirmation of the state-wide dissemination goal and a committment to the establishment of a mechanism for the continuous availability of the materials. This was reflected in the Postscript of the Director's Summary of the meeting.

> The Commonwealth Studies Project, under original proposed goals and funding, was not designed to absorb the costs of typesetting the materials, printing large quantities nor storing and distributing the products. The project was to create instructional materials and establish or identify a mechanism for dissemination.
>
> Yet, to insure the future of project materials we are making strides toward the creation and operation of that mechanism. Project Director's Summary, August, 1981.

The Interpretative Aside of the observer noted the professional responsibility of both the Director and the PPC members in moving toward attainment of the dissemination goals.

> The feeling of the PPC members was one of professional responsibility for establishing a mechanism for dissemination. The need for such materials was clearly established in the project proposal and after three years and one quarter of a million dollars spent, it seems crucial to attempt to resolve the problem. The Title IV-C Visitation Team's Report also reflected this concern.

The meeting emphasized the Director's awareness of the complexity of the dissemination problem and the need to explore early the possibilities. The options generated at the PPC meeting will be presented to the Title IV-C office and those which seem viable will be pursued. (8/8)

The Director's Memo of August 13, 1980, sent to all PPC members, summarized the information needed for selection of a dissemination procedure. This list indicates the complexity of the issue as it related to the present federal funding, schedule of materials completion, copyright issues, mass production issues, and publication on a continuing basis.

The Director's Memo of August 13, 1980, summarized the questions or information needed:

1. Determine the cost breakout on multiple copies of books and maps from several large printing firms in the state.

2. Determine the cost of type setting (per set of materials, per book, per page).

3. Determine the cost of having printers or engravers typeset the books. (These plates would be the property of the CSP. The project would be free to find a printer to run the materials. The printer would be expected to run a significant quantity of materials, store them and distribute them on the basis of orders received.)

4. Determine whether or not publishers in the state would be interested in:
   a. type setting book
   b. mass printing
   c. storage of large quantities of materials
   d. taking orders of materials
   e. supplying money up front to cover expenses
   f. agreeing to a ceiling on their profit percentage
   g. making materials continuously available

5. How much money is needed to set up a non-profit corporation for our purposes? What legal problems are involved with its establishment and operation?

6. Are there any problems with our project seeking funds through other grants or foundations, while under funding from Title IV-C?

7. Does Title IV-C own and control materials developed? Would IV-C permit the CSP to sell, print, and distribute the materials in any way after June 30, 1981?

8. Is there any chance of receiving money through the National Diffusion Network?

9. What in-service is necessary and who shall conduct it?

10. Would Title IV-C favorably accept the idea of matching funds with the local division or other sources? (8/20)

In conclusion, the Project Director and the PPC in August, 1981, reaffirmed the dissemination goal of distribution of a sample set of materials to each of the 141 Virginia school divisions and to identify or establish a mechanism to provide continuous availability of the material. The complexity of the dissemination issues were made apparent in the discussions. Dissemination involved mass production and costs related to potential or guaranteed market, finding a suitable corporation or agency with the facilities and willingness to protect the integrity of the materials, deciding the appropriate responsibility for in-service training, determining the scheduling of completion of the materials, and resolving the copyright claim.

Exploration of Alternatives and Establishing the Copyright Claim

The Project Director, with the advice of the PPC, explored alternatives during August, September and October, 1980. The first step was to present the dissemination issues to the Title IV-C Office and to request a letter clarifying some concerns and approval to initiate exploratory discussions. Exploratory discussions would have to be held with representatives of the options: publishing compay, non-profit corporation, school division, federal fund grantors regarding continuation of the project, and the Virginia Department of Education (VDE) regarding state funding.

Several meetings were held with the Title IV-C Office and the Social Studies Service of the Virginia Department of Education. The summary observations describe the response of the Virginia Department of Education.

> The Project Director met with the Title IV-C office to clarify options for dissemination of the materials on August 15th. Because the issues raised were complex, the Project Director continued discussions with the Title IV-C office and the representatives of the Department of Education on September 3, 1980.
>
> Representatives of the Virginia Department of Education were presented the project materials on September 3, 1980. The problems of dissemination and possible options were discussed in terms of the larger issues of Virginia studies and the lack of legislative action last year. Many issues were clarified. The Project Director's priorities of alternatives were to turn to 1) a publisher, 2) grants which according to Title IV-C regulations is not possible for 1981-82 and c) leaving the problem to the state legislature/ Department of Education.
>
> The VDE response by October 20, 1980, was to set in motion an independent Committee to review the three projects which are producing fourth grade materials. The Committee will review each project during three meetings scheduled for November 5th, December 10th, and January 14th and make a recommendation for 1981-82 based on specific criteria. A possible recommendation might be a $200,000 legislative appropriation for dissemination. Thus a mechanism for dissemination could be recommended. (10/20)

With the establishment of a state Virginia Studies Materials Analysis Committee, the exploration of other options was postponed. However, the copyright regulations were investigated.

Copyright regulations regarding materials developed through federal funds needed to be clarified, regardless of which dissemination option would be ultimately selected. Federal copyright regulations had several revisions since the issue was first raised in the late 1960's, following the passage of the Elementary and Secondary Education Act of 1965. The Project Director summarized the relevant sections of the Code of Federal Regulations and the Federal Register,

Vol. 45, No. 66, in a letter to the Title IV-C Office. Below are the regulations relevant to the copyrights of materials developed with federal funds.

Pertinent comments and responses concerning Title 45, section 100a. 621 in the Federal Register, Vol. 45, No. 66, Thursday, April 3, 1980 in reference to rules and regulations:

Section 100a. 621 Copyright policies for grantees and contractors.

Comment. One commenter suggested that limitations to copyright that are specified in the Copyright Law (Pub. L. 94-553) should be incorporated into Part 100a.

Response. No change has been made. EDGAR governs the circumstances under which a grantee may apply for a copyright and the grantee's use of royalty income (by reference to 45 CFR Part 74). However, EDGAR does not include any regulations that implement or interpret the Copyright Law. Any regulations under that law would be issued on a Government-wide basis, not by the Education Division.

Comment. One commenter suggested that there be some limitations on a grantee's right to copyright materials.

Response. No change has been made. The purpose of allowing a grantee the unrestricted right to copyright materials is to encourage the grantee to disseminate the materials more widely. It is the intention of the regulations that grantees who achieve successful dissemination should benefit from owning the copyright to the materials. (emphasis added) Further, the change from past practice will reduce burdensome paperwork, both for grantees and for the Federal Government.

Title 45, Public Welfare, Part 74 - Administration of Grants

Part 74.44 Program income - royalties and other income earned from a copyright work.

(a) This section applies to royalties, license fee, and other income earned by a recipient from a copyrighted work developed under the grant or subgrant. Income of that kind is covered by this section whether a third party or the recipient itself acts as the publisher, seller, exhibitor, or performer of the copyrighted work. . .

(b) The terms of the grant govern the disposition of income subject to this section. If the terms do not treat this kind of income, there are no HEW requirements governing the disposition. A grantee is not prohibited from imposing requirements of its own on the disposition of this kind of income which is earned by its

> subgrantees provided those requirements are in addition to and not inconsistent with any requirements imposed by the terms of the grant.
>
> Part 74.42 (e) Examples of purposes for which the income may be used are:
>
> (1) Expanding the project or program
> (2) Continuing the project or program after grant or subgrant support ends
> (3) Supporting other projects or programs that further the broad objectives of the statute
> (4) Obtaining equipment or other assets needed for the project or program or for other activities that further the statute's objectives (2/20)

Based on these regulations, the copyright of the Virginia Studies materials was owned by the Commonwealth Studies Title IV-C Project of the Hanover County School Board. The copyright regulations were purposely simplified to encourage wide dissemination. The developer, i.e., the Commonwealth Studies Project, need only to place the copyright sign, date, and name on the title page of the materials. A grantee of federal funds has the copyright without application automatically for five years. These regulations were also upheld in a recent court case.

Based on an analysis of the third year funding and the cost estimates of typeset, paste-up and printing of the three books, project objectives were specified. The field notes of October 20, 1980, reflect this:

> Because of the limited budget, the Geography and Resources of Virginia and Story of Virginia, 1607-1850 will be typeset and printed with project funds. Local division funds are being sought to typeset and print Indians of Virginia. Enough copies will be made with the additional local monies for Hanover and a sample copy for the 141 school divisions. By June 30, 1981, the maps will be available for the VDE, the film will be given to the VDE Film Production Service, and 2 sample copies will be available for the VDE.

> The seventh grade materials will be given to the VDE as photocopy of a factual narrative draft. The VDE can then "mold" the draft into viable seventh grade materials. (10/20)

The project objectives become printing two of the three fourth grade books and, if supplemental funds were available, printing the third book for the dissemination of sample sites to 141 Virginia school divisions. The film would be given to the VDE Film Production Service and the extra maps be made available through the VDE. The seventh grade materials would be presented to the VDE in photocopy form and be limited to a factual-narrative style with a minimal, if any, instructional aids provided. This would allow the VDE to revise the draft into viable seventh grade materials.

Production and Dissemination of Sample Sets of Materials

The project proposal and project plans of Phase I and Phase II specified the distribution of a sample set of materials to each of the 141 Virginia school divisions. Because the need for materials was greater in the fourth grade than the seventh grade, the project allocated more resources for development and piloting of the fourth grade materials. Thus, the distribution of the fourth grade materials was possible.

Although the piloted materials could be revised for mass production and dissemination, two constraints created difficulties. The two constraints were cost and time required to typeset, paste-up and print. The summary observations of October 20, 1980, and a letter to the PPC members of October 9, 1980, describe the interaction of these factors and the necessity to seek additional funds.

The project timeline is very "tight." Each book takes nine weeks to typeset, paste-up, and print. The project can do this cheaper than if a publisher did these tasks. Because there are 32 weeks left in the project, 27 weeks will be used for this process. If the schedule cannot be met, at least the two core books, the geography and history books, will be completed. (10/20)

There is no excess in this year's budget. However, by cutting funds in other areas I believe we will be able to typeset and print a small number of two of our books -- Geography & Resources of Virginia 1607-1850. I have requested funds from the local division to enable us to typeset and print our third book, Indians of Virginia. Thus, sample materials distributed to each school division in the state in June will be typeset and in their final form.

The revising, typesetting, performing mechanicals and printing of the three books will take until June, 1981 to complete. The books, in their final edition, should be more acceptable to publishers and school divisions.

Initial price estimates on mass printings (60,000 to 80,000 copies) indicate that each of the three books, in a condensed typeset form, would cost approximately $1.00. The state average per pupil text-book cost for fourth grade is $7.22. (10/9)

The third year project funds provided for staff film development, piloting costs, and the mass production costs of the Geography and Resources of Virginia and Story of Virginia, 1607-1850. The Director requested supplemental funds from Title IV-C and Hanover County School Board for mass production costs of the third book, Indians of Virginia. Additional monies were granted for this specific purpose.

Each Virginia school division received a sample set of fourth grade Virginia studies materials. The sample set included a student's edition and a teacher's edition of three books: Indians of Virginia, Geography and Resources of Virginia, and Story of Virginia, 1607-1850. Each set had laminated desk maps with the state of Virginia (counties, county seats, rivers, shape, border states) on Side 1 and streets superimposed on aerial photographs for portions

of four cities in Virginia (Side 2). Each set had a markable 4' x 8' floor map of Virginia on Side 1 and an enlargement of Side 2 of the desk map on Side 2. A letter accompanied the sample set and announced the availability, through the Virginia Department of Education, an animated film which highlighted Virginia's history from 1607 to the present and a mineral and resources kit. The letter also described the developmental process and field testing procedures used in the project and the intent of the materials to meet various criteria such as A Framework for the Social Studies Programs in Virginia, K-12, Criteria for the Evaluation of Instructional Materials - Social Studies, 1978, Standards for Accrediting Schools in Virginia, 1978, Basic Learning Skills Testing Program, 1979, S.R.A. Achievement Test Battery, Social Studies Section, and local Minimum Competency Citizenship Programs.

Sample sets of materials were also provided for the PPC members, reviewers of each of the three fourth grade books, and agencies or individuals who participated in the developmental process and piloting of the materials. Approximately 150 to 200 copies of sample sets were held in stock for future dissemination to relevant groups. Relevant groups might include the Virginia Department of Education, members of the state legislature and potential publishers as designated in a Virginia Department of Education dissemination plan.

Establishing a State Dissemination Mechanism

During the third project year, the Project Director continued to work with the Social Studies Service of the Virginia Department of Education and the Virginia Studies Materials Analysis Committee. The project proposal and the PPC had reaffirmed the necessity of establishing a mechanism for the continuous availability of materials. The PPC, as described earlier, identified

several options. One choice was to give the materials and the copyright to another agency, i.e., publisher, non-profit corporation, school district, VDE. During the third project year, the Project Director defined the objective as more than establishing a dissemination mechanism. The objective was to influence the operation of the mechanism or plan to protect the integrity of the materials and to hasten the distribution of materials to meet the state need.

The Virginia Studies Materials Analysis Committee was established by the Virginia Department of Education in October, 1980, to analyze existing instructional materials on Virginia studies produced for use at fourth grade level. Membership of this committee included reading/language arts specialists, elementary teachers, history and geography scholars, social studies specialists, representatives of professional organizations, and administrative personnel from local school divisions. The committee was charged with the responsibility of providing the Department of Education with specific and detailed analyses of the Fairfax County Program, Land and People of Virginia; the Hanover County Program, Commonwealth Studies Project; and the Roanoke City Program, Virginia: Our Commonwealth.

The Committee met four times to hear presentations by the three different programs. An overview of each program was given at the Orientation Meeting of December 12. Each program was allowed three presenters and thirty minutes. The Project Director, Sharon Adams and Dr. Sally Schumacher, one of the External Evaluators, represented the Commonwealth Studies Project. The Project Director gave a brief overview of the project and Sharon Adams described the curriculum development process. Dr. Schumacher briefly described evaluation design and summarized the highlights. Three characteristics of the project influenced

the evaluation designs: a) the state-wide scope, b) role of teachers and scholars in the development and piloting, with the assistance of other educators, private organizations, and public agencies and c) the use of an interagency model for planning and curriculum development. The results of the evaluation of Phase I - Planning were reported briefly. The results of the evaluation of Phase II - Development and Piloting were summarized in more detail. Highlights of the local piloting and state piloting of two books with methodology and instrumentation for student and teacher respondents were given. The readability analysis was summarized.

The presentation of the Commonwealth Studies Program was made to the Virginia Studies Materials Analysis Committee on February 26. David Slonaker presented the overview of the project, described the materials on display and the materials and analysis given to each committee member. Sharon Adams described the project's conception of the learner, i.e., the fourth grade child, and the developmental process. Dr. James Hodges summarized the skill progression with a skill matrix analysis. Dr. Sally Schumacher presented the highlights of the state piloting of all three units on the student responses and the teacher responses regarding student's basic knowledge, conceptual development, and skill development, student reactions, teachability, dissemination, and revisions suggested. Dr. Nancy Baraks summarized the readability data.

The Virginia Studies Materials Analysis Committee presented their report to the Virginia Department of Education, recommending that the Commonwealth Studies Program, with mind revisions, and one other program with revisions, be used in fourth grade throughout the state of Virginia. Revisions would be done by an appropriate commercial publisher. A letter from the Superintendent of Instruction, dated May 6, 1981, summarized the anticipated report, requested information regarding the release of the copyright privileges, and if any

conditions were required in the copyright release. The letter below summarizes these concerns.

> It appears from the early analyses by the committee that the Hanover County Program, with revisions, will be recommended for use in fourth grade classrooms statewide. It is anticipated that the revisions delineated by the committee as well as the printing and marketing of these programs for statewide use would be done by commercial publishers.
>
> Prior to developing procedures for printing and marketing of the program for statewide adoption and use, it is necessary to get your responses to two questions. First, would the Hanover County Public Schools be willing to release copyright privileges for the Commonwealth Studies Project to the Department of Education? Secondly, if Hanover County is willing to release copyright privileges to the Department, under what conditions would this release be granted?
>
> Letter from Superintendent of Instruction, Virginia Department of Education
> May, 1981

The Project Director recommended to the Hanover County Public School Superintendent that the copyright privileges for the Virginia Studies Program be conditionally released to facilitate the project goal of state-wide dissemination on a continuing basis after the project terminated. The Director, as noted in the memo below, stated that the Virginia Department of Education was the appropriate agency to negotiate with publishers, monitor their services, and supervise in-service training for classroom instruction.

> As you know, the Commonwealth Studies Project was created to solve a major, identified educational need in Virginia. The project proposal states the potential instructional impact the Virginia Studies Program should have upon the entire state. From the beginning, the project's goal has been to develop a curriculum in Virginia studies that would be useable statewide. Based on evaluative reports from field-test sites and the state committee (sponsored by the Virginia Department of Education) which reviewed our materials, the curriculum is suitable for use throughout the state. The state committee is recommending that Hanover and Fairfax materials be made available to public and private shcools as soon as possible.

> The Virginia Department of Education is offering to accept this task and responsibility for us. To facilitate the dissemination process, I am suggesting the conditional release of copyright privileges to the Virginia Department of Education for the Virginia Studies Program developed by the Commonwealth Studies Project, under the auspices of the Hanover County School Board.
>
> This transfer of rights to the state will enhance the program's marketability. The state has a larger sphere of influence and can afford a greater sense of unity than any city or county. It is equipped with sufficient staff and facilities to launch a project of this magnitude. Additionally, the state can more readily attract publishers and monitor their services.
>
> Memo of D. Slonaker,
> Director of Commonwealth Studies Project,
> May, 1981)

The conditions under which the copyright priviledges would be released by the Hanover County School Board reflect efforts to maintain the integrity of the Virginia Studies Program with due recognition given to the staff, Hanover County and Title IV-C (conditions 1, 3, and 6), to provide scholarly integrity and recognition for the authors of the two manuscripts originally designed for seventh grade consistent with the need to obtain a commercial publisher for state dissemination (condition 4), and to withdraw the copyright release within a year if a dissemination plan approved by the Virginia State Board of Education was not operative within twelve months of the approval of the plan. The terms of the conditional copyright release were specified in the letter below.

> The Hanover County School Board is willing to release copyright privileges for the Commonwealth Studies Project's Virginia Studies Program to the Virginia Department of Education if the following conditions are accepted:
>
> 1) The revised fourth grade textual materials be approved by the Hanover County School Board or their authorized agents.
>
> 2) The animated film entitled, Story of Virginia, be reviewed by the Film Production Service and, pending the service's approval,

made available to school divisions and others through the Bureau of Teaching Materials.

3) The two desk maps and the Virginia floor map produced by the Commonwealth Studies Project be made available for purchase, as part of the Virginia Studies Program.

4) The two manuscripts (Story of Virginia 1830-Present and Virginia State and Local Government) produced by the Commonwealth Studies Project, originally designed for seventh grade, be reviewed and recommendations submitted to the contracted commerical publisher from the Virginia Department of Education; the commercial publisher selected by the Virginia Department of Education shall receive first option for material's publication; any and all editing (deletions, additions, format design, graphics, etc.) be approved by the authors.

5) The plan approved by the Virginia State Board of Education to print and disseminate the Virginia Studies Program must be fully operative within 12 months of its approval. If not, complete copyright privileges for the Virginia Studies Program revert to the Hanover County School Board.

6) Appropriate credit be given (in the materials) to Hanover County Public Schools, Title IV-C and the staff of the Commonwealth Studies Project.

Letter from Superintendent of
Hanover County Public Schools
May, 1981

As the project ended its federally funded fiscal year in June, 1981, the Hanover Public School Division would continue, in the name of the project, to negotiate the conditional copyright release. The terms of the conditional copyright release become a procedure to achieve not just the project's formal goals but the full intention of the project proposal, based on a state-wide needs assessment.

Summary

Unlike many projects, the emphasis on developing basal materials for state-wide usage, teachability, and dissemination was important from the initial conception of the project. A sample set of fourth grade materials was distributed to each of 141 Virginia school divisions. During the third

project year the Project Director, with the PPC, identified eight possible options to provide continuous availability of all of the products, including the fourth grade materials, the animated film and maps, and the manuscript intended for the seventh grade. Through the efforts of the Project Director, the VDE established a Virginia Studies Materials Analysis Committee which recommended the fourth grade Virginia Studies Program be used throughout the state of Virginia. In addition, the Project Director, through the Hanover County Public School Board, suggested terms for conditional release of the copyright which would insure the integrity of the materials, recognition for project participants and a reasonable time frame for the operation of a VDE dissemination plan.

CHAPTER VI

SUMMARY AND CONCLUSIONS

The Commonwealth Studies project was funded for three years at $277,500 with Title IV-C funds administered by the Virginia Department of Education. This project met the need for teachable, adaptable, pedagogically and academically credible Virginia studies materials.

During the first year of the project, goals were refined and plans for meeting these goals were established. The two unique aspects of the project consisted of an interagency model and the use of teachers in developing materials. An advisory committee consisting of teachers, administrators, scholars, and Virginia state department and Hanover county social studies experts provided a format for interagency cooperation. Teachers suggested content outline and frameworks for Virginia studies materials during a summer workshop. In the second year of the project, fourth grade materials were further developed and piloted. Input on format and content was again provided by teachers in a second summer workshop. During the third year of the project, piloting of fourth grade materials continued, drafts of seventh grade materials were developed and plans for dissemination were explored.

The fourth grade materials were evaluated in relation to the Virginia Department of Education Social Studies Service document A Framework for the Social Studies Program in Virginia, K-12. This content analysis of the fourth grade materials demonstrated that these materials met this state department criteria. Moreover, a special committee of scholars and educators judging the fourth grade VSP in relation to this document provide positive feedback as noted in the June 29, 1981 Richmond Time/Dispatch article. The article included the following comments made at a Virginia Board of Education meeting:

> . . . the board heard that a committee of scholars and educators has unanimously and warmly recommended that history and social studies texts developed in Hanover and Fairfax be used. . .(moreover). . .The committee reported to the board that members "unanimously selected the Hanover (history) project materials as the materials they would prefer to use."

As a result of the report of the review committee, the state department will be recommending that the Board of Education approve the materials for state adoption.

The fourth grade, VSP Studies Program was also field tested at eleven sites across Virginia. Feedback from this piloting provided input for program writers and indicated that fourth grade students and teachers found the materials interesting and teachable.

The curriculum development cycle used in the three year project was described as a responsive cyclic process. Unique aspects of the curriculum development model included interagency cooperative planning and a role for teachers as writers. It was concluded that the interagency model was highly productive and might even have been strengthened and that more support for teachers as writers would be needed in future models.

The Commonwealth Studies Project, by June, 1981, had produced print-ready basal fourth grade Virginia Studies materials and drafts of basal seventh grade Virginia Studies materials. Material includes texts, related teacher's guides, a walk-on desk map, desk maps, and an animated film.

The dissemination goals of the project: to distribute sample sets of fourth grade materials to each Virginia school division and to establish a mechanism for continuous availability of materials, were met. Materials were distributed to all school divisions in June with the exception of the piloting divisions since these divisions already had materials. Negotiations with

the state department resulted in the Social Studies services accepting, under given conditions, the opportunity to provide for dissemination since the copyright privilege for all materials was granted to the Virginia Department of Education.

The project goals as set forth in the Proposal and as adapted in relation to input from diverse sources, were met. The credit for this can be attributed to interagency planning and cooperation, teacher and consultant input, careful piloting of materials, and the abilities and professional committment of the Director, Principal Writer and the teams assembled to assist in all phases of the project.

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